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<p align="center">Minnesota Automated Reporting Student System (MARSS) Reporting Timelines</p> <p align="center">End-of-Year Fiscal Year 2018-19</p>	<p align="center">Monthly To-Do List</p>
<p>MARSS Web Edit System (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.</p>	<p>The district/school average daily membership (ADM) reports are usually posted a week or so following the MARSS deadlines starting in June.</p>
<p>Not applicable</p>	<p>June</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verify that the correct instructional days and length of day have been reported for each school and grade. <input type="checkbox"/> Verify attendance and membership data for all students. These data will be used for the ESSA consistent attendance calculations. <input type="checkbox"/> Enter Special Education Service Hours. <input type="checkbox"/> Correct the errors for students with more than one Status End code of 08 (graduate) or 40 (end-of-year). <input type="checkbox"/> Review District/School ADM Report. <input type="checkbox"/> Share the local MARSS 11 List of Graduates with counselors. <input type="checkbox"/> Review Postsecondary Enrollment Reports and Concurrent Reports. <input type="checkbox"/> Update ADM estimates for fiscal year (FY) 2019-20. <input type="checkbox"/> Request the special education service hours for early childhood students and enter hours in database.
<p>Thursday, July 18, 2019 – Optional Submission</p> <p>New statewide reports will be posted</p>	<p>July</p> <ul style="list-style-type: none"> <input type="checkbox"/> Start using the FY 2019-20 Application for Educational Benefits.

<p align="center">Minnesota Automated Reporting Student System (MARSS) Reporting Timelines End-of-Year Fiscal Year 2018-19</p>	<p align="center">Monthly To-Do List</p>
<p>Thursday July 25, 2019 – Files Due at Regional Management Information Center (RMIC)</p> <p>Wednesday, July 31, 2019 – Files Due at Minnesota Department of Education (MDE)</p>	<p>August</p> <ul style="list-style-type: none"> <input type="checkbox"/> Update ADM estimates for FY 2021 and FY 2022 for the levy report. <input type="checkbox"/> Pupil Transportation Annual Report due August 15. <input type="checkbox"/> Check MDE calendar for upcoming webinars <input type="checkbox"/> Review District/School ADM Report.
<p>Thursday, August 15, 2019 – Optional Submission</p> <p>New statewide reports will be posted</p>	<p>Not applicable</p>
<p>Thursday, August 29, 2019 – Files Due at RMIC</p> <p>Wednesday, September 4, 2019 – Files Due at MDE</p>	<p>September</p> <ul style="list-style-type: none"> <input type="checkbox"/> Update ADM Estimates for FY 2020. <input type="checkbox"/> Review District/School ADM Report. <input type="checkbox"/> Remove students from fall FY 2020 MARSS file who did not re-enroll from last year. <input type="checkbox"/> Review levy report. <input type="checkbox"/> Report summer leaver's and summer graduates on the fall FY 2020 MARSS file.
<p>Thursday, September 19, 2019 – Optional Submission</p> <p>New statewide reports will be posted</p>	<p>Not Applicable</p>
<p>Thursday, October 10, 2019 – Due at the RMIC</p> <p>Wednesday, October 16, 2019 – Due at the MDE</p>	<p>October</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verify Compensatory student counts. <input type="checkbox"/> Verify December 1 child count students (students that have the Special Education Evaluation Status of 4 or 6).

Minnesota Automated Reporting Student System (MARSS) Reporting Timelines End-of-Year Fiscal Year 2018-19	Monthly To-Do List
Thursday, October 31, 2019 – Optional Submission New statewide reports will be posted	Not applicable
Monday, October 21, 2019 through Thursday, November 14, 2019 Electronic Appeals	November <ul style="list-style-type: none"> <input type="checkbox"/> Verify December 1 child count students (students who have the Special Education Evaluation Status of 4 or 6) for fall FY 2020 reporting data. <input type="checkbox"/> Send list of concurrent Postsecondary Enrollment Options (PSEO) participants to the partnering postsecondary institutions. <input type="checkbox"/> Verify summer leavers and graduates. <input type="checkbox"/> Verify compensatory student counts. <input type="checkbox"/> Review MARSS 61, share with counselors and correct any errors.
If you have questions, contact MARSS (marss@state.mn.us).	Not applicable

Data Special Interest Group (SIG)

MDE has restarted the monthly webinar series called Data SIG. The next SIG meeting is scheduled for July 22, 2019, from 2:30 to 3:30 p.m.

These webinars will first focus on MDE's transition from collecting student data via MARSS WES and the Student Support Data Collections (SSDC) to both the more detailed *Ancestry Ethnicity Origin* form titled *Ethnic and Racial Demographic Designation Form* (to be used in FY 2019-20) as well as the new data collection technology called Ed-Fi.

There are two Counting All Students websites with more detailed information.

1. [Students and Families > Programs and Initiatives > Counting All Students](#) focuses on information for families.

2. [Districts, School and Educators > Business and Finance > Counting All Students](#) focuses on information for school districts and student information system (SIS) vendors.

To register for the Data SIG webinars, navigate to the [MDE Calendar](#) and look for the event called Data SIG Webinar. Join us to learn more about Ed-Fi and to see if your district would like to start using this technology starting with the 2019-20 school year.

If you have questions, contact mde.cas@state.mn.us.

Statewide MARSS WES Reports: What's Posted Where

What reports get posted where? There are currently several statewide reports posted to the MDE Data Center under Secure Reports. To view and/or print these reports, go to the [MDE homepage](#) and select Data Center > Secure Reports. Find the MARSS Secure Reports section and choose the statewide report you would like to view or print.

If you have access to the statewide reports in MARSS WES, you will be able to access these reports from the secure site.

All other statewide reports are available through the MARSS WES website.

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

Reporting Students Placed Outside Minnesota for Residential Care and Treatment

Students placed for residential care and treatment are those students who have been placed by the courts, a medical authority, social services or parents to some type of treatment program. Students are considered to be in a residential treatment program if they are living in the facility in which the treatment is provided.

When a student is placed in a facility outside Minnesota, the resident district is responsible for the instructional costs and will generate general education revenue for the time the students receive eligible instruction during the core, required school year. Refer to *Appendices K and K-1* in the MARSS Manual for assistance in determining the resident district.

The district would only be responsible for the instructional costs, not the care and treatment, or room and board costs. Districts should review the invoices to assure that they only include instructional costs.

The resident district is not financially responsible for students placed outside Minnesota, **if the students are placed:**

- by other than a Minnesota entity, e.g., a court in another state; or
- for other than treatment or individualized education program (IEP) purposes, e.g., general education purposes only.

The placing entity is financially responsible for these students. Parents are responsible for instructional costs for placements made for educational purposes only. These students would not be reported on MARSS.

MARSS Reporting

The resident district reports the students' instructional hours provided during the core, required school year, i.e., the traditional school year, with State Aid Category (SAC) 14. The students will generate ADM and general education revenue for the resident district.

A separate record must be created so that if the pupil is eligible for additional aid beyond general education, the aid can be generated. Without a separate record with the appropriate SAC and special education status, no additional aid can be generated. The student may be reported under an existing traditional site.

Summer school and extended school year (ESY) services provided by an entity outside Minnesota are not reported on MARSS because it is not part of tuition billing. Students who receive instruction outside Minnesota and are reported with SAC 14 must have a Status Start Date after Labor Day, or the record will error in MARSS.

Special Pupils Aid

The Special Pupils for Care and Treatment flag in the student's MARSS enrollment record is used to assist the department in identifying students that qualify for special funding. Flag the student as "Yes" Special Pupil under the following conditions:

Regular Education

Regular education students can be considered a Special Pupil for Care and Treatment and be eligible for full state payment (Minn. Stat. § 125A.75, subd. 3) when:

- Parental rights have been terminated by court order (this includes parental rights terminated through the tribal courts); **and**
- 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 admit 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:

- The student has a current individualized family service plan (IFSP)/IEP; **and**
- 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 admit persons under the age of 22
 - Residential treatment programs; **and**
- 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.
- Use [Special Expenditure Application Out-of-State Tuition for Minnesota Residents \(Form ED-02431\)](#) to report the students for special pupils aid.
- Special Education Data Reporting Application (SEDRA)
- For MARSS reporting questions: contact MARSS@state.mn.us.
- For Special Pupil Aid and SEDRA reporting questions: contact MDE_SpedFunding@state.mn.us.

Use Special Expenditure Application Out-of-State Tuition for Minnesota Residents (Form ED-02431) to report the students for special pupils aid.

Report the students on the Special Education Data Reporting Application (SEDRA)

For MARSS reporting questions: contact [MARSS](mailto:MARSS@state.mn.us) (marss@state.mn.us).

For special pupil aid and SEDRA reporting questions: contact [Special Education Funding](mailto:mde.spedfunding@state.mn.us) (mde.spedfunding@state.mn.us).

Refer to the article entitled [Special Education Tuition Fund Applications](#) for information on claiming special pupils aid.

Verifying Average Daily Membership (ADM) Data on the District/School ADM Report

The following are suggested steps to take when a school or district believes that the ADM shown on the *District/School ADM Report* is less than it should be (e.g., lower than that generated on local reports). The report is described in the documentation for the [District/School ADM Report and MARSS 35 ADM Adjustment Report](#).

1. Verify that the school has no MARSS enrollment records with local errors. All of the records with local errors are excluded from other local and statewide reports. The local errors are listed on the MARSS 08 Error Report.
2. Verify that the statewide date overlap and Status End code 08 and 40 errors have been corrected. These records will be excluded from the state-produced ADM reports, but they would have been included on the local reports. The statewide errors are listed on the MARSS 30 Statewide Error Report. The MARSS 30 report does not reiterate the local errors, so the school needs to review both error reports.
3. Verify that all students are included on the MARSS B Student file. Run the local report MARSS 24 List of All Students and compare the list of students with a report run from the school's software. Missing students cannot generate ADM.
4. Verify that all students have the correct enrollment and withdrawal dates and membership days. If these dates are in error, the generated membership days may be in error.
5. Verify that the software's calendar that generates student membership and instructional days is/are correct and in sync. A student enrolled for the entire school year in a single enrollment record from the first day of school through the last day of school should generate the same number of membership days as instructional days reported on the MARSS A School file in the same grade.
6. Verify that the number of instructional days reported on the MARSS A School file includes the number of days in the core, required school year. The file should exclude snow days, optional days, holidays, staff-only days, summer, etc. If full-year students on the MARSS 24 report consistently have less than 1.00 ADM, there is an inconsistency between the number of instructional days and the student membership days. For FY 2018-19 school year only, if the school board has determined to count one or more days canceled due to weather and safety concerns, be sure that they are included as instructional days in the MARSS A file and as membership days for enrolled students in the MARSS B file. Refer to the guidance posted to the MARSS-Student Accounting website for more information.
7. State-approved alternative programs also need to verify the number of instructional days and length of day reported on the MARSS A School file. The instructional days should include only the number of days in the core, required school year. The length of day should include only the number of minutes in the core, required school day, excluding meal times. If the length of day varies during the year, calculate the average length of day using the *Flexible Scheduling Report (worksheet)* posted to the [MARSS Reporting Instructions website](#).
8. For state-approved alternative programs with a state-approved independent study component, the number of instructional days and length of day reported on the MARSS A School file needs to be the same as those used on the *Independent Study Calculation of Membership Hours* worksheet. Refer to the *MARSS Manual, Procedure 8* for more information.
9. ADM cannot exceed 1.00 unless the student is enrolled in a state-approved learning year program (e.g., alternative program). When the statewide edit is run, each student's total ADM is checked to assure that it does not exceed 1.00. If it does exceed 1.00, each record is proportionately reduced. If the student is enrolled in a learning year program, that enrollment record(s) is eligible to generate extended time ADM. Refer to the MARSS WES statewide report called *MARSS 35 ADM Adjustment*. This is a list of all enrollment records in which the locally computed ADM is probably different than that generated after the statewide edit. The adjustment could be due to:

- a. A total ADM that exceeds 1.00, whether or not the student participated in a learning year.
- b. The calculation of extended time ADM.
- c. Supplemental online learning (OLL) participation.
- d. An increased ADM for an early childhood special education student.

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

Reserved Revenue for State-Approved Alternative Programs (SAAPs)

MDE has received some questions and complaints regarding allocation of funding to State-Approved Alternative Programs (SAAPs). After reviewing some cases and talking with programs, it appears that some SAAPs may not be receiving the appropriate allocation of resources required by statute. The discrepancies appear greatest when comparing the compensatory/basic skills funding generated by students at SAAPs against the expenditures reported by districts in Uniform Financial Accounting and Reporting Standards (UFARS).

Minnesota Statutes, section 126C.15, subdivision 2, describes the requirements for allocation of compensatory revenue by school building, which generally apply to all schools in the district:

Subdivision 2. Building allocation.

- (a) A district or cooperative must allocate its compensatory revenue to each school building in the district or cooperative where the children who have generated the revenue are served unless the school district or cooperative has received permission under Laws 2005, First Special Session chapter 5, article 1, section 50, to allocate compensatory revenue according to student performance measures developed by the school board.*
- (b) Notwithstanding paragraph (a), a district or cooperative may allocate up to 50 percent of the amount of compensatory revenue that the district receives to school sites according to a plan adopted by the school board. The money reallocated under this paragraph must be spent for the purposes listed in subdivision 1, but may be spent on students in any grade, including students attending school readiness or other prekindergarten programs.*

However, Minnesota Statutes, section 126C.05, subdivision 15, paragraph (a), clause (ii), imposes a more specific requirement for Alternative Learning Centers (ALCs):

*Each school district that has an area learning center or alternative learning program must reserve revenue in an amount equal to at least 90 and not more than 100 percent of the district average general education revenue per pupil unit, minus an amount equal to the product of the formula allowance according to section 126C.10, subdivision 2, times .0466, calculated without basic skills revenue, local optional revenue, and transportation sparsity revenue, times the number of pupil units generated by students attending an area learning center or alternative learning program. The amount of reserved revenue available under this subdivision may only be spent for program costs associated with the area learning center or alternative learning program. **Basic skills revenue generated according to section 126C.10, subdivision 4, by pupils attending the eligible program must be allocated to the program.** (Emphasis added.)*

The area learning center law, Minnesota Statutes, section 123A.05, has similar language requiring 100 percent of the compensatory revenue generated by students attending an ALC to be spent on program costs associated with the ALC:

Subdivision 2. Reserve revenue.

Each district that is a member of an area learning center or alternative learning program must reserve revenue in an amount equal to the sum of (1) at least 90 and no more than 100 percent of the district average general education revenue per adjusted pupil unit minus an amount equal to the product of the formula allowance, according to section 126C.10, subdivision 2, times .0466, calculated without basic skills revenue, local optional revenue, and transportation sparsity revenue, times the number of pupil units attending an area learning center or alternative learning program under this section, plus (2) the amount of basic skills revenue generated by pupils attending the area learning center or alternative learning program. The amount of reserved revenue under this subdivision may be spent on program costs associated only with the area learning center or alternative learning program.

MDE's interpretation is that the specific requirements for State Approved Alternative Programs (SAAP) funding takes precedence over the general provision, allowing districts to reallocate up to 50 percent of the compensatory revenue among sites. SAAPs are treated differently under these statutes than other school buildings because all of the students enrolled at SAAPs are identified as at-risk, and are in need of compensatory education services. In addition, SAAPs enroll a disproportionate number of students of color and students from low-income families. Appropriate investment of compensatory revenue at the SAAPs is not only required by Minnesota Statutes, but also a key strategy for closing the achievement gap.

Please contact the following people if you have questions or concerns:

- [Mary Weigel](mailto:mary.weigel@state.mn.us) (mary.weigel@state.mn.us, 651-582-8770) or [Deb Meier](mailto:debra.a.meier@state.mn.us) (debra.a.meier@state.mn.us, 651-582-8656) for UFARS reporting
- [Daley Lehmann](mailto:daley.lehmann@state.mn.us) (daley.lehmann@state.mn.us, 651-582-8817) for aid calculations
- [Sharon Peck](mailto:sharon.peck@state.mn.us) (sharon.peck@state.mn.us, 651-582-8811) for student counts
- [Sally Reynolds](mailto:sally.reynolds@state.mn.us) (sally.reynolds@state.mn.us, 651-582-8567) or [Mary Barrie](mailto:mary.barrie@state.mn.us) (mary.barrie@state.mn.us, 651-582-8478) for program concerns.

FY 2019 High School Graduates Verification

The MARSS 11 List of Graduate Students is a local MARSS WES report displaying all students included on the current MARSS file with a Status End code of 08 – public school graduate. This report can be used to identify seniors who will not graduate by the end of the school year and whose Status End code needs to be corrected. The report should be shared with your high school counselors before they are no longer available to identify which students are not graduating this year. MARSS coordinators need this information to accurately report year-end data. Students who have graduated are no longer eligible to enroll in a Minnesota public school or generate state aid.

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

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](#).

Determining Migrant Eligibility

Eligible migrant students are those who move for agricultural work purposes. MDE partners with Tri-Valley Opportunity Council, Inc. (TVOC) Head Start, Child and Family Programs for identification of eligible migrant students. All eligible migrant students have a Certificate of Eligibility (COE) which is generated and reviewed by TVOC. Migrant designations are documented using a migrant student's COE – Qualifying Arrival Date (QAD) plus three years and comparing that date to September 1 of the current school year. All students identified as migrant should be receiving free meals automatically. MDE is working on a secure report for the near future that will show districts and charter schools which students have been identified as migrant by TVOC. Districts and charter schools should use this information to ensure continuity of services for migrant students who often have interrupted education.

District Requirements

Students identified as migrant (as determined by TVOC) should automatically receive free meals. [Free Meals Memo](#).

Transcripts and grades of migrant students **must be** submitted to TVOC for input in the Migrant Student Information Exchange (MSIX). [TVOC Migrant Education Program](#).

Provide information to TVOC Identification and Recruitment staff as needed:

[Cris Young](#) – Identification and Recruitment (ID &R) Manager (christine.young@tvoc.org)

[Claudia Mladek](#) – ID & R Assistant Manager claudia.mladek@tvoc.org

[Linda Fournier](#) – ID & R Data Coordinator linda.fournier@tvoc.org.

District Recommendations

Be sure that the [Migrant Liaison contact information](#) is up-to-date in Schools and Organizations (MDE-ORG). Work with your district's site verification coordinator to update your information.

Provide Move Notifications in MSIX as migratory children move in and out of districts MSIX.

For questions about the Migrant Education Program contact: [Noemi Treviño](#) (noemi.trevino@state.mn.us).

Special Education Tuition Fund Applications

Minnesota Statutes establish the requirements for a local educational agency (LEA) to receive funds for special student placements. It is the LEA's responsibility to report the students' enrollment periods listed on the applications correctly in MARSS.

The state aid category (SAC) is used to determine which district generates state aid for students and which students are eligible to generate aid. A change in the SAC requires closing the current enrollment status record and creating a new enrollment record. If the status start or status end dates fall outside the normal school year, the MARSS records must be adjusted to fit the reporting school's calendar. Summer membership should not be included in MARSS.

If a regular year membership (RSY) is not entered in MARSS, no aid will be generated and a special education tuition fund application cannot be processed. If RSY application start and end dates do not match the membership start and status end dates, the application cannot be processed. Please note that if the student is not in MARSS, the student's information will not show up on the end-of-the-year MARSS reports used to verify the accuracy of a LEA's data.

Special Expenditure Application Out-of-State Tuition for Minnesota Residents 2018-19

Court action places these students in a care and treatment facility in a state that does not have a reciprocity agreement with Minnesota. The resident district reports the students on MARSS using SAC 14.

Special Expenditure Application Court Placed Non-Minnesota Residents With Individualized Education Programs (IEPs) 2018-19

Court action or human service agency from outside Minnesota places students who are not a Minnesota resident in a care and treatment facility in Minnesota. Report the students on MARSS using SAC 15.

Special Expenditure Application Special Pupils With Individualized Education Programs (IEPs) 2018-19

Court action or Minnesota human service agency places students with IEPs in a state institution, a licensed residential facility, or foster facility for care and treatment. The Minnesota serving district reports the students on MARSS using SAC 27 or 28. For students who have been placed out-of-state, the resident district reports the student using SAC 14.

Special Expenditure Application Special Pupils Without Individualized Education Programs (IEPs) 2018-19

Court action or Minnesota human service agency places students without IEPs in a state institution, a licensed residential facility, or foster facility for care and treatment. The Minnesota service district reports the students on MARSS using SAC 27 or 28. For students who have been placed out-of-state, the resident district reports the students using SAC 14.

Please see [Section 20 – Special Education Tuition Fund Applications](#) for eligibility requirements.

Ed-Fi

Ed-Fi and Counting All Students is coming full circle as we enter spring of 2019! For background in regards to what Ed-Fi is and how it came about, please see previously dated MARSS memo articles.

Currently, MDE has 121 Minnesota school districts and charter schools slated to on-board for the 2019-20 school year. An additional 17 districts/charter schools are also planning to on-board to Ed-Fi in the 2020-21 school year. A training and district on-boarding schedule for this coming school year has been rolled out to our districts that have expressed interest in going through the Ed-Fi certification process in the coming school year. Districts going through our Ed-Fi certification process during 2019-20 will have their data validated from MDE, Minnesota Information Technology (MNIT), their vendor and members of district administration. Any districts that also wish to on-board to Ed-Fi that come to us after September 2019, will either be placed on a waiting list for 2019-20 or scheduled for the following school year. While we are rolling out our on-boarding and training schedule for our 2019-20 Ed-Fi districts, please know we will also continue with our monthly Data SIG calls which will continue to give the history of Ed-Fi per state legislation as well as reference technical pieces and communication as it relates to Ed-Fi. Communication pieces will concentrate on the 2019-20 extended ancestry form and information for parents.

The certification process to reach Ed-Fi sole reporting for districts will consist of two phases: Staging and Production.

The staging environment is an environment where a district and their student information system (SIS) vendor will work together in sending their data to Ed-Fi, as well as submitting the MARSS A and B files. Upon submitting the A and B files, the district can view the data in the *Ed-Fi/MARSS Comparison Report*. In this environment, the SIS, district and Regional Management Information Center (RMIC) (if the district/charter is a member of an RMIC), should work closely together in resolving discrepancies viewed on the comparison report. Once discrepancies are resolved, a district can resubmit their data via both Ed-Fi and MARSS, with the goal being a reduction in discrepancies. In the event a district, and/or SIS or RMIC, cannot resolve the discrepancies, MDE and/or MNIT may need to get involved. Once both the district and SIS feel their data is as close of a match as possible (by early fall of 2019), the district can prompt MDE to view a most recent comparison report. Upon review, MDE may progress the district to the production environment. If discrepancies are not answered, MDE/MNIT may delay the progression to production. The goal is for districts to be in production by mid-fall 2019, giving MDE a full school year of collection cycles (fall and end-of-year (EOY)) prior to being certified to sole-reporting via Ed-Fi.

Production is the “live” environment in which a district is submitting data derived from their actual SIS and not any “testing” type of SIS data. MDE/MNIT will review the production data once with the fall submission and again with the EOY submission. If both time-stamped data match via Ed-Fi and MARSS, the district superintendent will be required to sign the *Series of Statements* which holds the district responsible for all financial data submitted to MDE via Ed-Fi. Upon superintendent signature of this form, MDE will certify the district in Ed-Fi, award a letter of approval, and the district will report via Ed-Fi only in future years.

If you have questions on Ed-Fi, contact mde.cas@state.mn.us.

Closed Nonpublic School

When a nonpublic school closes, records for currently enrolled student should be sent to the school to which the student transfers. Records for students no longer enrolled or who have graduated should be sent to the district of which the student was a resident.

School Calendars and Inclement Weather

The 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 canceled school day does not affect 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?

The decision to reschedule the school day needs to be made by the local school board, which sets the original calendar and has 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) in School Finance (jeanne.krile@state.mn.us).

Note that statute requires independent school districts to schedule at least 165 instructional days for grades 1-11, 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 1-6, and 1,020 hours for grades 7-12, 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](#) (worksheet) 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 nonschool day.
- When afternoon kindergarten is canceled, but either morning kindergarten is held or there is no morning class, mark afternoon kindergarten as a nonschool 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, nonschool 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), nonschool 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 Report (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 nonschool 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](mailto:Jeanne.krile@state.mn.us) (Jeanne.krile@state.mn.us) in School Finance.

If the lost days cause a district's annual instructional hours to fall below 1,020 for grades 7-12 or 935 for grades five and six, students who are also enrolled at a 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](mailto:Kelly.Wosika@state.mn.us) (Kelly.wosika@state.mn.us).

Refer to the [Snow Day Relief Bill Guidance](#) for more information on the special exemptions for counting canceled school days in FY 2019 only.

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

Special Education Data Reporting Application (SEDRA)

For MARSS reporting questions: contact MARSS@state.mn.us.

For Special Pupil Aid and SEDRA reporting questions: contact 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 on the [Online Learning page](#).

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).

Transporting District Report

A few times a year, usually in July and October, districts should look at the secure report titled *MARSS 49 Transportation Detailed Report*; this report has taken the place of the *MARSS 45 Transporting District*. The report will list student transportation by resident and serving district. This report is intended to act as a tool to determine the accuracy of reporting the transporting district.

Please review the report and determine if the student(s) should be included or excluded on the report. The “Transporting District” should pay particular attention to the MARSS Transportation Categories 01-Regular, 03-Disabled, 06-Special Transportation and 04-Desegregation.

Contact the appropriate MARSS coordinators to make any changes in the record. It is important that the serving district work with the student’s resident district to determine the proper MARSS Transportation Category to assign to the student.

If the transporting district is not transporting the student(s), continue to code with 00-Walker or Transportation Does Not Apply. The transporting district, resident district and enrolling district do not have to be the same.

Transportation Category 06 – Special Transportation

We have received a number of questions on how to report students experiencing homelessness. A new enrollment record is required on the day the student first experiences homelessness in a given school year. It is also necessary to create a new enrollment record for a homeless student that has found shelter in a nonresident district and continues to be enrolled at the school of origin/serving district. This second enrollment record is required due to the resident district changing. The student should remain reported through the end of the school year with a Transportation Category 06-Special Transportation and the homeless flag remaining checked. Districts experiencing specific student errors on their MARSS data for which they cannot determine how to correct the error should send MDE a MARSS 17 Individual Student Report for the student in question. This report provides all of the data reported for the student along with any errors so we can provide advice on how to correct the error.

If you have questions, contact [Transportation](mailto:pupiltransportation.mde@state.mn.us) (pupiltransportation.mde@state.mn.us).

Early Childhood Students and Transportation Reporting

Children that are receiving early childhood special education (ECSE) services under a current IEP/IFSP are entitled to transportation under Minnesota Statutes, section 123B.88, subdivision 1. The transportation service can be added to the IEP under the least restrictive environment (LRE) and would state that the student will be receiving free transportation. This is not considered a related service. A related service of transportation must be an IEP team determination based on the child’s needs. The IEP team would include the related service of transportation when it is actually an IEP team determination based on the needs of the child. For example, the student may need a wheelchair-accessible bus.

For state reporting purposes and aid entitlement, the ECSE student receiving special transportation under the LRE provision, not a related service in the IEP, would be coded with Transportation Category 03-Disabled in MARSS when the district provides a special education route for the student because of the timing or location of the classes. The related cost would be coded in UFARS under Finance Code 723 for state aid.

When the IEP team has included transportation as a related service in a student's IEP based on the individual needs of the child, the ECSE student would be coded with Transportation Category 03-Disabled in MARSS. The related cost would be coded in Uniform Financial Accounting and Reporting Standards (UFARS) under Finance Code 723 for state aid.

In those instances when an ECSE student rides a regular bus along with general education students, without any accommodations, adaptations or special routing, the student would be coded with Transportation Category 01-Regular. The cost of the transportation would be reported in UFARS under Finance Code 720.

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

Early Childhood Screening Coordinators (ECS) and MARSS Coordinators

At the end of the screening year, ECS coordinators work closely with their MARSS coordinators to assure data is entered as timely as possible. Districts should be careful to always assign MARSS Preschool Screening (PS) codes 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 or when the child changed from age 3 to 4. Thus, their state aid payment would be less and their MARSS report numbers and ages of children screened would not look like their annual screening report.

Screening program information is covered in Minnesota Statutes, sections 121A.16-121A.19, and Minnesota Rules, sections 3530.3000-3530.3400. A child may be screened more than once prior to kindergarten. **This means a child may have more than one MARSS PS screening record.** The child would have the same MARSS number and a second MARSS PS code date.

When parents submit copies of comparable screenings to the district to meet the screening requirement (must include an observational developmental screening tool and other required components), districts must assign MARSS PS records with the following state aid categories: Head Start (43), Child and Teen Check Ups (42), health providers (44) or if they submit a letter to conscientiously object (45). State aid categories are listed on the back of the registration form. Districts use State Aid Category 41 if they screened the child (or if they contract with another entity to complete the screening on behalf of the district, Minnesota Statutes, section 121A.17, subdivision 6).

View the *MARSS Early Childhood Screening Counts and Aid Entitlement* from [Data Reports and Analytics](#), scroll to **School Finance Reports** then click **Minnesota Funding Reports (MFR)**. Select the following drop-downs: your district; View Reports: **All Reports**; Category: **Aid Entitlement Reports**; year and click **Early Childhood Screening Counts and Aid Entitlement**. These reports are updated monthly during the screening year and the final report is posted in January. It is helpful to compare the *MARSS Early Childhood Screening Counts and Aid Entitlement*

Report to the Early Childhood Screening Completion Report and Request for Reimbursement or annual screening report to assure your district is receiving state aid for every child screened.

Early Childhood Screening Completion Report and Request for Reimbursement or the annual screening report, is found from [Data Reports and Analytics](#), scroll to Early Learning, then click **Early Learning Services (ELS)**. Enter the county, district and year, then select **Early Childhood Screening Completion Report and Request for Reimbursement**. The report is posted each July by districts.

If you have questions, contact [Margo Chresand](mailto:margaret.chresand@state.mn.us) (margaret.chresand@state.mn.us) at 651-582-1136.

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. Districts and charter schools are required to capture MARSS data and provide a few data items when a student withdraws from one Minnesota school district or charter school and enrolls in another. This information includes the Student Name, State Student Identification Number (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 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 available in [MDE-ORG](#) (Schools and Organizations). Click **Enter MDE-ORG site to get started!**

There are two ways to locate MARSS coordinator information:

- 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, click **Contact View** to see a list of all contacts for that district/school. If there is no name listed under **District MARSS Coordinator**, the school has not yet authorized a MARSS coordinator.
- Click **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).

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