

Special Education and MARSS

The Connection



December, 2006

Since the birth of MARSS in 1991-92 our focus has been and continues to report every student with 100% accuracy so our schools receive the maximum funding available. To achieve this, communication is of utmost importance with all the departments involved in a school district. Special education is one of those departments in a district to communicate with. These students receive extra dollars because of the services they receive. With MDE taking over the tuition billing through the Special Education Service Hours, communication is very pertinent starting FY2007. We are hoping this workshop will fulfill your answers to any questions and concerns to enable you to perform your job and be successful.

Uses of MARSS Data

- Calculating Various State Aids (general education revenue, shared time foundation aid, basic skills)
- Levies
- Compensatory Aid
- Integration Revenue
- AYP
- Federal Allocations (child count)
- Eligibility for Programs (first grade preparedness, student loan forgiveness)
- Civil Rights Compliance Reporting for Federal and State

Reporting Cycles

- 2 Reporting Cycles in MARSS
 - Fall
 - EOY

Data from each cycle is used for different funding and statistical reporting purposes

MARSS Tips

- MARSS Id numbers or State Id numbers are assigned to a student when they attend Preschool Screening at a public school or earlier if assessed by a Special Education team. This number NEVER changes for the student. It stays with them while they are receiving public school education whether in your school or transfers to another school. The MARSS people assign this number and will share with other departments in the school if need be.
- A student's IEP/IFSP/IIP drives how the student should be reported in MARSS
- An instructional setting is assigned to the student according to their age on December 1st
- A new MARSS record must be created for a student whose instructional setting changes during the year (There are 3 sets of instructional settings – Birth to 2, 3 to 5, and 6-21)

MARSS Tips

- A nonpublic student (attends a private school or is home schooled) can receive services from a public school, i.e. special education services or academic courses. Special Education hours (evaluation and service time) need to be included in MARSS for attendance/membership
- All students require transportation codes for MARSS. This tells MDE how they are being transported to school. A child that has an IEP/IFSP/IIP and requires special transportation or accommodations and it is written in the IEP, the transportation category should be 03
- A student that has a 504 plan, considered homeless and is flagged on the MARSS record, students SAC is 27 or 28 w/o an IEP requiring special transportation, or students SAC is 27 or 28, have an IEP with no special transportation written in the IEP, the transportation category should be 06 (this is new for FY2007)

Info Needed for Special Education Students in grades HK(K)-12

- Student's Name
- Special Education Evaluation Status
- Instructional Setting (Age as of December 1)
- Primary Disability
- Start and End dates for services
- Updates to students record during the year, i.e. change in instructional setting or primary disability especially any changes before the December 1 Child Count

Info Needed for Special Education Students in grade EC

- Student and parent's name, address, and resident district
- Student's birth date
- Evaluation hours (MARSS reports 5 or more and are kept separate from the service hours, include all pertinent time for evaluation – see Procedure 6)
- Special Education Evaluation Status
- Instructional Setting (age as of December 1)
- Primary Disability
- Service hours (Include all hours for attendance/membership and Special Education Service Hours from July 1-June 30)
- Updates to students record during the year, (i.e. changes in instructional setting or primary disability especially before the December 1 Child Count and exits from Special Education program)
- Information for Economic Indicator (if available)
- LEP data for MARSS fields (new for FY 05-06 – per Carol Hokenson's memo – “Reporting of LEP status for prekindergarten students with an IEP/IFSP/IIIP is no longer optional. Make sure that any of these students who have been identified as LEP are reported on MARSS”

State Aid Category

- This field in MARSS is used to determine what district receives the general education revenue
- State aid category (SAC) codes are needed and used for tuition bills
- If there is a change of state aid category for a student, the old record needs to be ended and a new record needs to be created
- A student's resident district is needed and shared with your MARSS people to determine the correct SAC and if there is a tuition agreement

Special Education Evaluation Status Information

- Used to verify Primary Disability and Instructional Setting
- Used in December 1 and Civil Rights Reporting
- SEES must be kept current during the year
- A change in the SEES from a 1, 2, 3, 5 or 8 to a 4 or 6 triggers the close of one enrollment record and the start of a new record. The same goes for a 4 or 6 to a 7.

Special Education Evaluation Status for EC

- 2 – Student was evaluated and
 - was determined NOT eligible for Special Education services (this record should end with a status end code of 25)

OR

- was determined eligible (a status end code of 50 for the first record and create a new enrollment record for the services)
- 3 – Student was evaluated and requires Special Education services but is not currently participating in a Special Education Program
(*Eval status 3 is rarely used*)

Special Education Evaluation Status (SEES)

- 4 – Student is receiving Special Education services through an IEP or IFSP
- 6 – Student is receiving Special Education through a IIIP document and receives services from one or more additional public agencies or IFSP with more than 1 agency (other agency must be documented on IFSP/IIIP)
- 5 – Student was evaluated and determined eligible but parents declined services (Primary Disability must be reported)
For EC only:
 - Close the SEES 2 record with a status end of 99 (for evaluation hours)
 - Create a new record with a SEES of 5. No attendance/membership hours are in this record, close same day with a 99

Special Education Evaluation Status (SEES)

- 7 – Student’s IEP/IFSP/III-P was terminated during this school year
 - These students must have both a primary disability and instructional setting that reflect the last IEP/IFSP/IIIP, there must be a prior record with a SEES of 4 or 6
- 8 – Student’s in Early Intervening Services
 - This will track students enrolled in these services prior to entering into special education services, no instructional setting or primary disability is reported on the MARSS record

Special Education Evaluation Status – Transition Age 3 and 6

EC students that turn 3 or 6 during the school year, need to have a new record created to reflect the change in age

Close the existing record with a status end code of 27 on the day prior to the student's 3rd birthday or status end code of 50 the day prior the student's 6th birthday

The new enrollment record must include a new instructional setting code appropriate for age 3 and 6

☺ *This is required for federal reporting purposes*

Federal Instructional Setting

This field's data is used in:

- Civil Rights Reporting
- Annual Federal Report on Educational Environments
- Child Count Report

3 Sets of Instructional Setting codes and values:*

- Birth to 2 years old
- 3 to 5 years old
- 6 to 21 years old

*The district must report the correct instructional setting in MARSS according to the age of the child on December 1 – depending the age an HK student is on December 1, the student's instructional setting could be from either 3 to 5 or 6 to 21 set of codes

Instructional Settings

Birth to 2 years old

- 11 – Program designed for children with developmental delays or disabilities (traditional ECSE classroom)
- 12 – Program designed for typically developing children (ECFE, Child Care Center, Early Head Start)
- 13 – Home
- 14 – Hospital (in-patient)
- 15 – Residential facility (public or private)
- 16 – Service provider location –School, clinic, or hospital where the child receives services (1 to 1 or small group for speech, OT, PT, etc)
- 17 – Other Setting – Any setting that is not included in the settings described

Instructional Settings

3 to 5 year olds

- 31 – Regular EC program at least 80% of the time
- 32 – Regular EC program 40-79% of the time
- 33 – Regular EC program less than 40% of the time
- 41 – Separate Class
- 42 – Separate School
- 43 – Residential Facility
- 44 – Service Provider Location
- 45 – Home: Child's home or home of primary caregiver

Attendance/ Membership

- Attendance days/hours includes the time of servicing a child/student or actual contact time for academics and/or special education
- Membership days/hours are the scheduled times when a student is to receive services for academics and/or special education
 - ADM is calculated from membership days/hours and is the basis for general education revenue
 - The membership would include the time children/students are absent
 - Includes direct and indirect services as per the child's IFSP/IEP/III-P (indirect services are listed in MARSS Proc 6 and needs to be documented in a student contact log for audit purposes)
 - Para time may be included as specified in the student's plan only if it isn't concurrent with time already claimed by licensed staff
 - Excludes lunch unless it's a part day program
 - Staff travel is not included

Attendance/ Membership

- Membership hours in Community Placements:
 - Must be placed through IFSP/IEP/IIP team process
 - Tuition must be paid by the school district
 - Program must be licensed or employ a licensed teacher
- Parent paid placements can not be claimed for membership unless a special ed service is provided and only that time can be claimed

Calculating Hours for Attendance/Membership

Evaluation Hours

- Each hour of evaluation generates one hour of attendance/membership
- If multiple staff evaluate simultaneously, the time of each staff member is counted
- Time meeting with the parents to gather information may be claimed for evaluation hours
- Up to 2 hours of writing the IEP/IFSP/IIP can be included for evaluation hours

EC Evaluation Timelines:

Start Dates: Birth through 2: Date of referral

3 to Kindergarten enrollment: Date parent gives written consent

End Dates: Birth through 2: Date of IFSP team meeting

3 to Kindergarten enrollment: Date eval results are shared with the parent

Status End Codes

- 21 – EC Withdrawal because IFSP/IEP/IIP goals were met (SEC 21 can no longer be used when child receives evaluation service only)
- 23 – Kindergarten withdrawal, expected back next year (SEC 23 is no longer used for ECSE student withdrawn early by parent)
- 25 – EC evaluation only: child determined not eligible for services
- 26 – EC special ed student on an IFSP or IEP withdrawn early by parent
- 27 – EC transition at age 3
- 50 – Special ed information changes and a new record is needed, i.e. change in SpEd Eval status or instructional setting - also use when student transitions from age 5 to 6 years old
- 99 – Student's record has a change necessitating the closing of this record and creating a new one (no longer used for special ed changes)

Withdrawing Students and Emergency Closing

- Students must be withdrawn after 15 consecutive days of absence during traditional school year – 5 consecutive days during the summer for EC/HK and alternative students
- Child can only be absent on a day that the child was scheduled to receive services
- When a child re-enrolls after withdrawal, they do not need to be reevaluated
- MARSS reporting uses inclusive dates
- If school is cancelled for the entire day then no one generates membership
- If school is closed early or starts late, children in grade EC generate membership for the scheduled hours

Economic Indicator

- The data from this field in the MARSS record is used to calculate compensatory revenue and school readiness
- The field is reported for all students whether they have access or not to a lunch program, including EC students
- Used as a poverty indicator for various grants and research projects
- Also used to target schools for:
 - Title I
 - School loan forgiveness
 - First grade preparedness programs

Records Needed for Audit Purposes

- The IEP/IFSP/IIIP detailing hours/days of service
- Date parental consent for initial service plan
- Home-based program: Dates and duration of the visits made by each service provider
- For the EC program:
 - calendar of days the program met

And

- the length of each day (include the start and end time for lunch, if applicable)
- For each student:
 - calendar of scheduled contact days and length of each day
 - record of daily attendance including start and end dates, if applicable
 - keep a record of all eligible indirect services
- For children in community placements:
 - Keep invoices showing tuition payments
 - Keep record of dates and length of teacher visits

New for FY2007

- Special Education Service Hours
 - New field XXXX.X (implied decimal)
 - Hours will include special education service which may be different than membership hours – indirect hours are included with the direct
 - Reported for:
 - EC, HK, Shared Time students (w/IEPs), Students with SAC 27 (w/IEPs)
 - Students enrolled in:
 - Multidisciplinary Teaching Model or
 - Inclusive Program or
 - Transition Disabled Program (students in grades 10-12) or
 - Program Cooperative Teacher Model site or
 - Students with homebound flag of 'Y' and with IEP/IFSP/IIIP

New for FY2007, cont.

- Special Education Service Hours, cont.
 - Students whose membership is based on credits earned or a combination of seat based time and credits earned and receiving special education services, i.e.
 - Independent Study
 - Project Based
 - Online Learning

New for FY2007, cont.

- The SPED case managers need to give the MARSS staff the following data for accurate reporting:
 - Special Education Evaluation Status, Instructional Setting, Primary Disability, District of Residence, SPED Service Hours for specific students that require the hours

New for FY2007, cont.

- SPED Service Hours may be greater than membership for students that are EC, HK, or Multidisciplinary Teaching Model
- The attendance/membership hours are calculated the same as previous years
- SPED Service Hours are cumulative by enrollment record and required on each record if a student has multiple records

New for FY2007, cont.

- Extended School Year or ESY
 - Students recommended through an IEP to participate are reported on MARSS with a partial record
 - Hours will be split according to fiscal year, i.e.
 - 7/1/06 through 9/1/06 - ESY
 - 9/5/06 through 5/31/07 - Traditional Year
 - 6/4/07 through 6/30/07 - ESY

New for FY2007, cont.

- ESY record cannot overlap with any other enrollment record within same district
- Grades EC, HK are invalid for ESY and Learning Year students cannot have ESY record in the same district
- ESY would include direct and indirect services – use time scheduled to receive services

New for FY2007, cont.

- New Procedures
 - Students transitioning back into a traditional school from Care and Treatment will be reported by Care and Treatment until student is transitioned 100% back into traditional school
 - Special Education students in both traditional school and ALC/ALP in the same district must have the same information on both records
 - New transportation category of 06 – see page or slide #6
 - New enrollment record is required when the transporting district number and type changes
 - Special Education students who have not graduated and not completed their IEP and younger than 21 or turn 21 on July 1 are eligible to enroll in school through June 30 or completion of the IEP, whichever comes first. The students remain eligible to re-enroll at any time during the fiscal year should that enrollment period be interrupted.

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Resources

- MARSS Manual
 - Data Element and Definitions
 - Procedure 6

http://education.state.mn.us/html/intro_finance_marss_manual.htm