

**SPECIAL EDUCATION  
 INSTRUCTIONS ON REPORTING CHILD COUNT  
 December 1**

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## CRITERIA REQUIRED FOR CHILD COUNT REPORTING

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

1. Have a valid IEP/IFSP/IIP that is less than one year old as of December 1,
2. Have a current evaluation or re-evaluation that is less than three years old as of December 1, and
3. Be receiving Special Education and related services on December 1.

## DEFINITION OF CODES

Following are the column headings found on the MARSS Load to Child Count Reports, with an explanation of each.

**STUDENT NAME** -- The student's name as reported on the MARSS file.

**STUDENT NUMBER** -- This is the 13-digit MARSS State Reporting Number.

**PRIMARY DISABILITY** –

MARSS Codes	Definition	Child Count Matrix
00	No IEP, non-disabled	
01	Speech/Language Impaired	S/LI
02	Developmental Cognitive Disabilities: Mild-Moderate	DCD-MM
03	Developmental Cognitive Disabilities: Severe-Profound	DCD-SP
04	Physically Impaired	PI
05	Deaf - Hard of Hearing	D/HH
06	Visually Impaired	B/VI
07	Specific Learning Disabilities	SLD
08	Emotional Behavioral Disorders	EBD
09	Deaf-Blind	D/B
10	Other Health Disabilities	OHD
11	Autism Spectrum Disorder	ASD
12	Developmental Delay	D/D (formerly E/C)
14	Traumatic Brain Injury	TBI
16	Severely Multiply Impaired	SMI

(Note that for the actual federal report the Mild-Moderate and Severe-Profound mentally disabled categories will be combined. However, to maintain licensure integrity, the two categories will remain separate in Minnesota.)

**FEDERAL INSTRUCTIONAL SETTING** -- The FEDERAL INSTRUCTIONAL SETTING is required information for data to be reported to the Federal Government with the child count. The FEDERAL INSTRUCTIONAL SETTING is the location and the amount of time that the student with an IEP/IFSP/IIP receives special education services. It is the FEDERAL INSTRUCTIONAL SETTING that is most reflective of the services on the December 1 count date. Students with a FEDERAL INSTRUCTIONAL SETTING of 00 do not have an IEP/IFSP/IIP and will not be included in the child count. Refer to the section titled Definition of Codes for a list of the codes and their values.

**Age** – For the purpose of determining the federal instructional setting, age is calculated based on the students' enrollment record start and end dates for students birth-21, EC and HK.

**RACE/ETHNICITY** – One of five categories as defined by the federal Office for Civil Rights and is reported on the MARSS file for a given student.

**GRADE** – The grade reported based on the students' enrollment record start and end date for reporting purposes.

**Serving District and School** – The district and school at which a given student is enrolled on December 1, as reported on MARSS.

## **DATA ELEMENTS REQUIRED FOR CHILD COUNT REPORTING**

The following MARSS data items determine which students are included in the child count.

### **STUDENT RESIDENT DISTRICT NUMBER/TYPE**

Each student who meets the criteria listed in the other MARSS data items will be included in the Unduplicated Child Count at the student's resident district, irrespective of where the student is enrolled. For purposes of child count *only*, charter schools and the Academies for the Deaf and Blind are considered "resident districts." Refer to page 10.

It is the enrolling district's responsibility to report each student served by the district and to assure that all of the data for the student are accurate, including the student's resident district number and type.

A student's RESIDENT DISTRICT NUMBER and TYPE can change during the year. When this happens, the first enrollment record must be closed with the date residency changed. If the student continues enrollment in the same school, a second enrollment record is opened using the next school day as the MARSS STATUS START DATE. The STUDENT RESIDENT DISTRICT NUMBER and TYPE will be different on the second record. The record that spans December 1 will determine which of the districts will be credited for child count purposes.

### **PRIMARY DISABILITY**

Students with any of 01 through 12, 14, or 16 MARSS PRIMARY DISABILITIES will be included on the Unduplicated Child Count. Students with a PRIMARY DISABILITY of 00 do not have an IEP/IFSP/IIIP and will not be included in the child count. Students with a PRIMARY DISABILITY of 54 have a federal 504 Accommodation Plan, not an IEP/IFSP/IIIP, and are not included in the child count. Refer to the section titled Definition of Codes for a list of the codes and their values.

There is only one PRIMARY DISABILITY reported per student per reporting cycle. In the fall MARSS reporting cycle, PRIMARY DISABILITY must be accurate as of December 1. (At the end-of-year, this item should reflect the student's last IEP/IFSP/IIIP during the school year.) If the student starts the year with one PRIMARY DISABILITY but changes disabilities prior to December 1, then the MARSS file must be updated accordingly. However, there is no need to create a second enrollment record; simply change the PRIMARY DISABILITY on the existing record.

Minnesota Rule 3525.1350 and 3525.1351 allows a student age *six* or younger who does not meet the criteria for one of the specific disabilities (e.g., speech, hearing impairment, blind, etc.) but "who needs special instruction and services...because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability." Use PRIMARY DISABILITY 12 for Developmental Delay.

### **FEDERAL INSTRUCTIONAL SETTING**

These are more commonly referred to as *federal settings* by special education staff. Students with any MARSS FEDERAL INSTRUCTIONAL SETTING of 01 through 08 or 31 through 45 will be included on the Part B child count; students' age birth-2 with FEDERAL INSTRUCTIONAL SETTINGS of 11 through 17 will be included on the Part C child count. Students with FEDERAL INSTRUCTIONAL SETTING of 00 do not have an IEP/IFSP/IIIP and will not be included in the child count.

A new MARSS enrollment record must be created for a student whose FEDERAL INSTRUCTIONAL SETTING changes during the year. In the fall MARSS reporting cycle, FEDERAL INSTRUCTIONAL SETTING must be accurate as of December 1. If the student starts the year with one setting but changes settings then the MARSS file must be updated accordingly (a new enrollment record must be created).

There are three sets of FEDERAL INSTRUCTIONAL SETTINGS. Codes 01 through 08 are used for students age 6-21. Codes 31 through 45 are used for students age 3-5. Codes 11 through 17 are used for infants and toddlers, age birth-2 based on the students enrollment start date.

## **BIRTH - AGE 2**

Use the following codes to report Infants and Toddlers (IDEA 97, Part C). These are called Early intervention Program Settings for Part C, IDEA. For MARSS reporting purposes this applies to Special Education Students (with a grade level of EC) and who are age birth *through* age two (or birth *to* three), based on the students enrollment start date. (Students who turn three on or before December 1 should be reported with settings 31-45.)

The following codes are used in the current IFSPs (Individual Family Service Plans). This allows district staff to simply "lift" the appropriate code from the IFSP for MARSS reporting purposes.

**11 Program Designed for Children with Developmental Delays or Disabilities:** Refers to an organized program of at least one hour in duration provided on a regular basis. The program is usually directed toward the facilitation of one or more developmental areas. Examples include early intervention classrooms/centers and developmental day care programs.

**12 Program Designed for Typically Developing Children:** Services are provided in a facility regularly attended by a group of children. Most of the children in this setting do not have disabilities. For example, this includes children serviced in regular nursery schools and child care centers.

**13 Home.** Services are provided in the principal residence of the child's family or caregivers.

**14 Hospital (inpatient).** Hospital refers to a residential medical facility. Child must be receiving services on an inpatient basis.

**15 Residential Facility.** Residential program refers to a treatment facility that is not primarily medical in nature, where the infant or toddler currently resides in order to receive early intervention services.

**16 Service Provider Location.** Provider location services are provided at a center, clinic, or hospital where the infant or toddler comes for short periods of time (e.g., 45 minutes) to receive services. These services may be delivered individually or to a small group of children.

**17 Other Setting.** Any service setting not included in the settings or programs listed above. For example, if the only component of the infant's early intervention services is parent counseling during which the child is not present and the child receives no direct service, count as "other."

## **AGE 3 – 5**

This group includes children enrolled in kindergarten who are still age 5 as of the enrollment start date.

When determining federal instructional settings for children ages 3 through 5, use the following rules to decide which MARSS setting code to use when reporting each child.

- 1) The first factor to consider is whether the child attends a regular early childhood program. A regular early childhood program includes at least 50% non-disabled children. If so the child will be reported using MARSS federal instructional setting 31, 32, 33 or 34. Early childhood programs include but are not limited to:
  - Head Start
  - Kindergarten
  - Private preschool programs
  - School Readiness
  - Early Childhood Family Education
  - Group child care
  - Reverse mainstream classrooms that include at least 50% children without disabilities.
- 2) If the child DOES NOT attend a regular early childhood program or kindergarten, the next factor to consider is whether the child attends a special education program. If so the child will be reported using MARSS FEDERAL INSTRUCTIONAL SETTING 41, 42 or 43 depending upon the location of the special education program. A special education program is one that includes fewer than 50

percent children without disabilities and includes, but is not limited to special instruction and related services provided in:

Special education classrooms in:

- Regular school buildings
- Trailers or portables outside regular school buildings
- Child care facilities
- Hospital facilities on an out-patient basis
- Other community based settings

Separate schools; and  
Residential facilities

- 3) If the child DOES NOT attend a regular early childhood program or a special education program, the next factor to consider is whether the child receives some or all of his/her special education services in the home. If so, report the child using MARSS FEDERAL INSTRUCTIONAL SETTING 45: home.
- 4) If the child does not receive any special education services in an early childhood program, a special education program or the home, report the child using FEDERAL INSTRUCTIONAL SETTING 44: Service Provider Location.

**31** Participates in an early childhood or kindergarten program (non-special education) at least 10 hours per week and receives the majority of Special Education services in this setting.

**32** Participates in an early childhood or kindergarten program (non-special education) at least 10 hours per week but receives the majority of Special Education services in another location.

**33** Participates in an early childhood or kindergarten program (non-special education) up to 10 hours per week and receives the majority of Special Education services in this setting.

**34** Participates in an early childhood or kindergarten program (non-special education) up to 10 hours per week but receives the majority of Special Education services in another location.

**41 Separate Class.** Include children who attend a special education program in a class with less than 50 percent children without disabilities. Do not include children who also attend a regular early childhood program. These children should be reported using MARSS FEDERAL INSTRUCTIONAL SETTING 31 – 34.

**42 Separate School.** Include children who receive education programs in public or private day schools designed specifically for children with disabilities. Do not include children who also attend a regular early childhood program. These children should be reported using MARSS FEDERAL INSTRUCTIONAL SETTING 31 – 34.

**43 Residential Facility.** Include children who receive education programs in publicly or privately operated residential schools or residential medical facilities on any inpatient basis. Do not include children who also attend a regular early childhood program. These children should be reported using MARSS FEDERAL INSTRUCTIONAL SETTING 31-34

**44 Service Provider Location.** Include children who receive all of their special education and related services from a service provider, and who do not attend an early childhood program or a special education program. For example, speech instruction provided in:

- Private clinicians' offices
- Clinicians' offices located in school buildings
- Hospital facilities on an outpatient basis, and
- Libraries and other public locations

Do not include children who also receive special education at home. Children who receive special education both at home and in a service provider location should be reported using MARSS FEDERAL INSTRUCTIONAL SETTING 45: home.

**45 Home.** Include children who receive special education and related services in the principal residence of the child's family or caregivers, and who did not attend an early childhood program or a special

education program. Include children who receive services both at home and in a service provider location. The term caregiver includes babysitters.

## **SCHOOL AGES 6 – 21**

**01 Special Education outside regular class less than 21 percent of day.** Include children with disabilities receiving special education and related services outside the regular classroom for less than 21 percent of the school day. This may include children with disabilities placed in:

- Regular class with special education/related services provided within regular classes
- Regular class with special education/related services provided outside regular classes or
- Regular class with special education services provided in resource rooms

**02 Special education outside regular class at least 21 percent of day and no more than 60 percent of day.** Include children with disabilities receiving special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. This may include children placed in:

- Resource rooms with special education/related services within the resource room or
- Resource rooms with part-time instruction in a regular class.

**03 Special education outside regular class more than 60 percent of day.** Include children with disabilities receiving special education and related services outside the regular classroom for more than 60 percent of the school day. Do not include students who receive education programs in public or private separate day or residential facilities. This category may include children placed in:

- Self-contained special classrooms with part-time instruction in a regular class, or
- Self-contained special classrooms with full-time special education instruction on a regular school campus

**04 Public Separate Facility.** Include children with disabilities receiving special education and related services for greater than 50 percent of the school day in public separate facilities. This may include children placed in:

- Public day schools for students with disabilities, or
- Public day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day.

**05 Private Separate Facility.** Include children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in private separate facilities. This may include children placed in:

- Private day schools for students with disabilities, or
- Private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day.

**06 Public Resident Facility.** Include children with disabilities receiving special education and related services for greater than 50 percent of the school day in public residential facilities. This may include children placed in:

- Public residential schools for students with disabilities, or
- Public residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day.

**07 Private Residential Facility.** Include children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in private residential facilities. This may include children placed in:

- Private residential schools for students with disabilities, or
- Private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day.

**08 Homebound/Hospital.** Includes children with disabilities placed in and receiving special education and related services in:

- Hospital programs, or
- Homebound programs.

## **BIRTHDATE**

Each student must have a birthdate reported on MARSS. Note that students who have an IEP/IFSP/IIIP and have not graduated are eligible to report through age 21.

## **SPECIAL EDUCATION EVALUATION STATUS**

SPECIAL EDUCATION EVALUATION STATUS indicates whether the student is receiving Special Education Services.

- 1 Not evaluated, non-disabled, no IEP/IFSP/IIIP regular education only
- 2 K-12 evaluated does not need services, EC - Evaluated
- 3 Evaluated – requires services but not yet in a program
- 4 Evaluated – receiving special education services
- 5 Evaluated – qualifies for services, parent refused
- 6 Evaluated – receiving services and receiving services through a public agency
- 7 Students' IEP/IFSP/IIIP was terminated during the school year
- 8 Student in Early Intervening Services.
- 9 Student has active IEP and receiving indirect services only

Each MARSS enrollment record has a SPECIAL EDUCATION EVALUATION STATUS. Therefore, it is subject to changes throughout the year. A student who has no IEP/IFSP/IIIP at the start of the year but who has one written mid-year will have two enrollment records. The first enrollment record will have a SPECIAL EDUCATION EVALUATION STATUS of 1 -- no IEP/IFSP/IIIP. The second enrollment record will have a SPECIAL EDUCATION EVALUATION STATUS of 4, 6 or 9-- student has an IEP/IFSP/IIIP. The STATUS START DATE in the second enrollment record must be the date that both the IEP/IFSP/IIIP was signed and services started.

Early Childhood students who receive both an initial evaluation and special education services via an IEP/IFSP/IIIP during the same year must have two enrollment records. The evaluation time must be reported separately from the IEP/IFSP/IIIP membership time, resulting in two enrollment records. The first record will show a SPECIAL EDUCATION EVALUATION STATUS of 2. The second record will show a SPECIAL EDUCATION EVALUATION STATUS of 4, 6 or 9.

The reverse happens if the IEP/IFSP/IIIP is terminated mid-year. The first enrollment record will have a SPECIAL EDUCATION EVALUATION STATUS of 4, 6 or 9 and the second record will have a 7. The STATUS START DATE on the second record is the date the IEP/IFSP/IIIP was terminated. (All successive enrollment records for this student should have a SPECIAL EDUCATION EVALUATION STATUS of 1, unless a new IEP/IFSP/IIIP is written.) In this case do not change the PRIMARY DISABILITY or the FEDERAL INSTRUCTIONAL SETTING.

The SPECIAL EDUCATION EVALUATION STATUS in the record that spans December 1 will determine whether or not the student is included on the child count.

## **STATUS START DATE and STATUS END DATE**

Only enrollment records that are "open" on (span) December 1 are eligible for inclusion on the child count. This means the student is enrolled on December 1. If the STATUS END DATE is *before* December 1, the student will not be included on the child count because the student withdrew before December 1. If the STATUS START DATE is *after* December 1, the student will not be included on the child count because the student was not enrolled by December 1. Only when the STATUS START DATE is *on or before* December 1 and the STATUS END DATE is blank, zero, on or *after* December 1 will the student be included on the Unduplicated Child Count.

Students who are currently enrolled when the fall MARSS files are created do not need a STATUS END CODE or a STATUS END DATE. The vendor product will leave these items blank, report the last day of school or zero-fill them.

## **STATE AID CATEGORY**

MARSS STATE AID CATEGORY indicates whether the student is a resident of the enrolling district, or, if a nonresident, the program by which the student enrolled in the district. All STATE AID CATEGORIES are eligible for inclusion in the child count **except**:

- 15** The student is a resident of another state or country.
- 18** This student is a shared time student, who is a resident of another state or country, or is a resident of Minnesota and his or her parent/guardian pays the student's tuition.
- 20** The student is a nonresident and his or her parent/guardian pays the student's tuition.
- 21** The student is a nonresident and, although no tuition is received on behalf of the student, the student did not transfer into the district via any program currently authorized by statute.
- 34-35** These are students enrolled in Tribal Contract/Grant schools for whom the BIA provides special education funding.
- 51** Resident of South Dakota enrolled under reciprocity.
- 98** Summer graduate or dropout; the student is not currently receiving instructional services. (This student's enrollment would not span December 1 either.)
- 41-45** Early Childhood screening records.
- 46** These students have an Extended School Year (ESY) record.

## **Nonpublic School Students**

Students who are enrolled in a nonpublic or home school, but who receive special education and/or instructional services from a public school, should be reported on MARSS by the district that provides the instructional services. This is referred to in statute as "shared time." Shared time students who have an IEP/IFSP/IIIP are included on the child count of the resident district. STATE AID CATEGORIES 16 - 17, 26 and 28 are included in the child count. These students are considered nonpublic school students.

- 16-17** Shared time students who generate shared time foundation aid.
- 26** Private contracted alternative students who generate private alternative school aid.
- 28** Nonpublic placed IEP/IFSP/IIIP or care and treatment. They generate general education revenue.

## **CHARTER SCHOOLS, ACADEMIES and CORRECTIONAL FACILITIES**

Students with disabilities who are enrolled in a charter school will be counted at the charter school for purposes of the child count. The charter schools do not need to enroll a minimum number of eligible students to generate the federal special education dollars. These students will continue to generate general education revenue for the charter school, unless they were placed in the charter school by a traditional school district. In either case, the resident district continues to generate levy authority. The charter school will generate the child count for Minnesota residents enrolled in the charter school.

Students enrolled at either the Academy for the Deaf or Blind are also counted at the Academies for purposes of the federal child count dollars. However, they will continue to generate general education revenue and levy authority for the resident district.

Students enrolled at one of the correctional facilities are counted at the Correctional Facility for purposes of the federal child count dollars.

Therefore, students enrolled at a charter school, one of the Academies, or at one of the Correctional Facilities will not be included on the resident district's list. The resident district *should not* add these students to its count.



## CHILD COUNT REPORTS

Child Count Report 4 and 13 will be posted to the Web site under Program Finance/Minnesota Funding Reports (MFR).

MARSS Report 33 Special Education by School December 1 Record/Race Ethnicity Summary and MARSS 34 Last Load Date Report will be posted for the MARSS coordinators to access on the MARSS WES Statewide Report Page.

**Please work with your MARSS coordinator to obtain a copy of the report for your district to verify that resident students are included, particularly those students who are enrolled in another school district.**

## POTENTIAL ERRORS AND INSTRUCTIONS FOR CORRECTION

Below are some examples of what district staff might find while reviewing the turn-around reports and what should be done. *Note that any errors found on the November or December lists of eligible students must be corrected by the district responsible for doing the MARSS reporting for the student.* These changes must be received in the Department by the December MARSS reporting deadline, for inclusion in the unduplicated child count. All resubmissions must be made via the district's normal reporting process: Most districts report to the Department through their Region, several districts report files directly. Contact your Region to learn the date by which they need updated MARSS files for inclusion in any of the submissions.

Note that enrollment records that contain errors, either after the local edit or the statewide edit, are not included in the reports from the state. The local MARSS Error Report is generated either locally using the state's micro-edit program or by the Region. The MARSS coordinator should know what these errors are. The errors need to be corrected as soon as possible.

**Students age birth up to one, with a PRIMARY DISABILITY of 01 (speech/language), will generate a warning message.**

**Eligible student who was enrolled at the resident district is not included on the list.**

Check with the district's MARSS coordinator to determine if the student was included on the MARSS file. If so, assure that: (1) the enrollment record that spans December 1 has a SPECIAL EDUCATION EVALUATION STATUS of 4, 6 or 9 and (2) the record does not contain any local errors.

If the student was not included on the MARSS file, enter the student on the MARSS file, assuring that the enrollment record that spans December 1 has a SPECIAL EDUCATION EVALUATION STATUS of 4, 6 or 9.

The resident district must resubmit its MARSS data, in the normal manner, no later than the December MARSS reporting deadline.

**Eligible student who was enrolled at a nonresident district or cooperative is not included on the list.**

Check the Last Load Date list. If the enrolling district's Last Load Date is zero then they have not submitted Fall MARSS files to the Department yet. A load date greater than zero indicates the date on which the Department last loaded data for that district.

Check with the enrolling district's/cooperative's MARSS coordinator to determine if the student was included on the MARSS files. If so, ask the MARSS coordinator to assure that: (1) the enrollment record that spans December 1 has a SPECIAL EDUCATION EVALUATION STATUS of 4, 6 or 9, (2) the record does not contain any local errors, and (3) the correct resident district number and type are reported.

If the student was not included on the MARSS file, ask the enrolling district's MARSS coordinator to enter the student on their MARSS file, assuring that the enrollment record that spans December 1 has a SPECIAL EDUCATION EVALUATION STATUS of 4, 6 or 9.

The enrolling district/cooperative must resubmit its MARSS data, in the normal manner, no later than the December MARSS reporting deadline.

**Student who was enrolled in the resident district is included in the wrong PRIMARY DISABILITY category, FEDERAL INSTRUCTIONAL SETTING, RACE/ETHNICITY and/or age category.**

Contact the district's MARSS coordinator to assure that the student has the correct PRIMARY DISABILITY, FEDERAL INSTRUCTIONAL SETTING, RACE/ETHNICITY and/or BIRTHDATE on the student's MARSS enrollment record.

The resident district must resubmit its MARSS data, in the normal manner, no later than the December MARSS reporting deadline.

**Student who was enrolled in a nonresident district or cooperative is included in the wrong PRIMARY DISABILITY category, the FEDERAL INSTRUCTIONAL SETTING, RACE/ETHNICITY and/or age category.**

Contact the enrolling district's MARSS coordinator to assure that the student has the correct PRIMARY DISABILITY, FEDERAL INSTRUCTIONAL SETTING, RACE/ETHNICITY and/or BIRTHDATE on the student's MARSS enrollment record.

The enrolling district/cooperative must resubmit its MARSS data, in the normal manner, no later than the December MARSS reporting timeline.

## REPORTING TIMELINES

There are three fall MARSS reporting deadlines: October, November and December. Refer to the MARSS Timelines document [posted here](#) for the exact dates. Student data contained in MARSS files that are received by the Department by October and November will be included in turn around reports to the MARSS coordinators. Data contained in files received after a particular deadline is not included in that particular set of turn around reports. These turn-around reports include a list of districts and the date the districts' data were last loaded at the Department. A zero in the date field indicates that no data have been reported.

The final fall MARSS files are due at the Department by the December deadline; data contained in files received after the December deadline are not included in any turn-around reports and will not generate federal special education dollars. The data on file as of the December deadline will be loaded over to the federal Unduplicated Child Count database. Child count is final with fall data and not updated with end of year data.

## DEPARTMENT CONTACTS

MARSS Reporting	Roxann Neu	marss@state.mn.us
Unduplicated Child Count	Michelle Jones	mde.spedfunding@state.mn.us
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