**MARSS-ECSE REFERENCE GUIDE**

1. **MARSS Student Enrollment Form**

**Completed by case manager and turned in to district of enrollment MARSS coordinator and building secretary as soon as possible upon initial enrollment. This is all information needed for accurate MARSS reporting so please be sure to complete the enrollment form entirely.**

District of Enrollment*:* The district the child is enrolling to attend and will be serviced in

Gender, Date of Birth, Phone: Accuracy on Gender and DOB is important

Student Name: Include middle name if he/she has one. The record reported goes into the State ID database so it will help with matches in records for student future records.

Homeless*:* if you question the living situation of the child, check with the district homeless liaison (each district has an appointed liaison) to help determine if you need to report student as homeless

Economic Indicator*:* Even though ECSE students don’t each lunch at school, the district can still report the benefit eligibility for revenue purposes and other demographic status tracking. If the child has siblings enrolled in school that are eligible for free or reduced meals, then the ECSE child can be reported the same as it’s based on household income. If there are no other siblings, the parents should be asked to complete the Application for Educational Benefits (lunch application) and return to the district of enrollment. The assigned staff will make the determination and inform the MARSS reporter or follow their district procedure.

MARSS Number*:* This number is assigned to every student and follows them through their MN school lifetime. If they have been through preschool screening or any birth-2 special education services they will already have a number assigned. If the child has never been through any of this anywhere in MN you will *contact the district of enrollment staff person that assigns numbers to obtain a new number*. Might be the MARSS coordinator directly or may be a building secretary.

Home Primary Language*:* This is the language first spoken by students when they began speaking, the language spoken most of the time, or the language usually spoken in the home.

Limited English Proficient*:* Although ECSE students don’t receive ELL services, it must be determined whether a child is an English Language Learner. Requirements as stated in MARSS manual are as follows:

*(1) the pupil, as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and*

*(2) the pupil is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English.*

 Race/Ethnicity*:*  To be verified by parent using the Racial/Ethnicity Form. It’s important that the parent answers both Sections A and B and you include both on the enrollment form. Keep the original form in the student file. We are required to ask these questions for all new students.

Student Last Location*:* One of the options must be checked for MARSS reporting purposes.

Student Resident Status*,* Parent Rights Legally TerminatedandParent/Guardian Information*:* ALL are important to be answered correctly in order to determine correct resident district status, especially if the child is not living with his/her bio parents. Might have to ask some personal questions of parents/guardians. If the parent/guardian address is a PO Box, you will need to also ask them for the street address. Resident district status is based on the actual address of the home.

Spec Ed Primary Disability*,* Spec Ed Federal Instructional Settingand Spec Ed Evaluation Status*:* Check the correct boxes as indicated on student’s IEP/IFSP.

Transportation:I can’t think of any reason that you would use (01) regular bus for ECSE transportation but it’s included in the options in case of a rare circumstance. If an ECSE child is transported by the district, they would have it written in their IEP and therefore would be an (03). They may be (00) if transported by parent/grandma/daycare or by a program such as Head Start.

Start Date of Service*:* The start date is the date that actual services are started after the IEP has been signed by the parent. (ie: first day the child is in attendance in preschool program)

1. **MARSS Student Enrollment Form – pg 2, ECSE Assessment Log**

Used *only for initial assessments*. (Hours for re-assessments would be included in attendance and membership of enrollment reporting.)

The START DATE for all ECSE (birth-Kind) initial assessments is the *date the district received parental consent to conduct the evaluation*.

The END DATE for the initial assessment is the *date the evaluation results are shared with the parent/guardian* (ie: IEP meeting date).

1. **Changes to enrollment information**

Some changes to the student’s enrollment information after initial enrollment are very important to inform the MARSS reporter about and some changes may not affect a MARSS record and are not necessary. Other changes may be important for the billing secretary and others not. Therefore, it’s important to **inform BOTH** of any of the below.

1. Student address change that may affect district residency (will need the date of move)
2. Status of parental rights (include effective date)
3. Birth date was initially reported incorrectly
4. Homeless situation (include effective date)
5. Change of Primary Disability (include effective date)
6. Transportation change (ie: parent was transporting, but now the district is; change in district providing the transportation) (include effective date)
7. Change of Federal Setting (include effective date)
8. Transition of child age 2 to 3 and age 5 to 6 and new Federal Setting
9. Withdrawal date and specific reason for withdrawal

***\*Especially important for billing secretaries because this will impact tuition billing***

1. Not necessary-but helpful: change in case manager