

SCRAM 102

Everything You Need to Know About Documenting IEP Services on SCRAM

SECTION 1: FREQUENTLY ASKED QUESTIONS

- **Which comes first: the IEP services or the SCRAM document?**

The IEP Services Always Come First! When developing an IEP, the Services section must accurately reflect the services that the student receives based on his/her IEP goals.

- **Special Education Services** are the services the student needs in order to achieve his/her annual goals and advance in the general curriculum.
- **Related Services** are the services the student requires in order to benefit from his/her special education.

As soon as the IEP is completed, an *IEP SCRAM Services* document (SCRAM document) must be completed and submitted to the SCRAM Secretary at the District Office (Preschool SCRAMs are submitted to the Jordan Child Development Center at Kauri Sue Hamilton School). The special education and related services and amount of time per day entered on the SCRAM document, must match the special education and related services and amount of time recorded in the services section of the IEP.

- **What is the correct procedure for SCRAM when a student's IEP services change?**

In making changes to a student's IEP after the annual IEP team meeting for a school year, the parent of a student with a disability and the LEA may agree not to convene an IEP meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the student's current IEP. (USBE SER III.I.2.a.)

Parents must be involved in any decision to amend the IEP services and must receive a copy of the revised IEP. After the amendment has been made to the IEP, the team exits the existing SCRAM document because it is no longer current, and then completes a new SCRAM document to reflect the new changes to the IEP. Each time an IEP is amended, this procedure is repeated. **The exit and entry dates on the SCRAM documents must correlate with the date that changes were made on the IEP.**

- **SCRAM EXIT DATE:** is the day **AFTER the last day** that the student received the services on the IEP.
- **SCRAM ENTRY DATE:** (of the new SCRAM document) is the first day that the new services start. As of July 2013, **the new SCRAM ENTRY DATE is the same as the SCRAM EXIT DATE.** Errors in exit and entry dates can result in a loss of days counted and loss of funding.
- Refer to Example 1: SCRAM Procedure when IEP Services Change

Example 1					
SCRAM Procedure when IEP Services Change					
Event	Date	Service	Minutes/Frequency	SCRAM	
				Entry Date	Exit Date
Annual IEP Meeting	8/26/13	Reading Comprehension	45 minutes/day	8/26/13	11/21/13 (*)
IEP Amended	11/21/13 (*)	Reading Comprehension	60 minutes/day <i>(minutes increased*)</i>	11/21/13 (*)	4/9/14 (**)
IEP Amended	4/9/14 (**)	Reading Comprehension	60 minutes/day	4/9/14 (**)	8/20/14 (***)
		Written Language**	30 minutes/day <i>(service/minutes added**)</i>		
Annual IEP Meeting	8/20/14 (***)	Reading Comprehension	30 minutes/day <i>(minutes decreased***)</i>	8/20/14 (***)	
		Written Language	45 minutes/day <i>(minutes increased***)</i>		

*
*
*
*
*
*

Asterisks represent the sequence of changes in the IEP Services and SCRAM Entry/Exit Dates.

- **What is the correct procedure for SCRAM when an annual IEP is held and the services and minutes do not change?**

If the annual IEP is held and there are no changes in services and minutes, an Exit and Entry SCRAM still need to be submitted immediately following the IEP meeting.

- **SCRAM EXIT DATE:** is the day **AFTER** the last day that the student received the services on the IEP.
- **SCRAM ENTRY DATE:** of the new SCRAM document is the first day that the new services start. As of July 2013, **the new SCRAM ENTRY DATE is the same as the SCRAM EXIT DATE.** Errors in exit and entry dates can result in a loss of days counted and loss of funding.
- Refer to Example 2: SCRAM Procedure when Annual IEP & Services/Minutes do not Change

EXAMPLE 2					
SCRAM Procedure when Annual IEP & Services/Minutes do not Change					
Event	Date	Service	Minutes/Frequency	SCRAM	
				Entry Date	Exit Date
Annual IEP Meeting	8/26/13	Reading Comprehension	45 minutes/day	8/26/13	8/25/14*
Annual IEP Meeting	8/25/14*	Reading Comprehension	45 minutes/day	8/25/14*	

(*) Asterisk represents the sequence of changes in the IEP Services and SCRAM Entry/Exit Dates.

- **What is SCRAM and why is it so important?**

State and Federal Requirements:

SCRAM stands for *Self-Contained and Resource Accounting Management* and documents the services that are listed on each student's IEP. SCRAM is used to collect special education information to determine State special education funding for the LEA, and to facilitate required Federal reporting. We are required to account for our special education students 3 times per year:

- October 1st
- December 1st
- End of School Year (exit counts are needed to calculate daily average membership)

SCRAM Memos:

District-level due dates help us meet the required timelines for reporting SCRAM, and are scheduled in advance of the October 1st, December 1st, and end of year deadlines to allow sufficient time for data entry of 5000+ student documents. These due dates and instructions are sent via Intradistrict Communication (memos) to all principals, special educators, and related service providers **PRIOR** to the due dates. It is very important to read and follow the instructions in these memos and submit the required information by the due dates.

SCRAM Secretary:

The SCRAM Secretary in the Special Education Department enters all SCRAM data on the Skyward System. Her position is a data entry position; she does not have a background in Special Education, does not interpret data, cannot second-guess errors or incomplete SCRAM documents, and therefore, must receive accurate and complete SCRAM documents to streamline the data entry process. Submitting accurate SCRAM information is critical for her to be able to enter the data by the required

reporting timelines.

Consequences (Positive & Negative):

Our SCRAM counts generate numbers for funding allocations such as **staff** (teachers, paraeducators, SLPs, support staff), **student needs** (transportation, medical, etc.), **special programs** (self-contained support classes, special schools, etc.), **instructional materials and curriculum, and technology**, etc. If a student receives special education and/or related services without a current SCRAM record on Skyward, that student's data is not included in the numbers reported to the Utah State Office of Education. If a student has a current SCRAM record on Skyward and is not receiving special education and related services, the student is counted inappropriately and the District would be required to give back funding. **Special education funding is contingent upon the accuracy of the SCRAM data.**

- **Why does the SCRAM document change, and which one is the most current?**

Revisions to our SCRAM document reflect changes in Federal and State requirements. The most current SCRAM document contains all of the required data fields that must be reported. Use the “Revised **November 2014**” IEP SCRAM Services document.

Jordan School District West Jordan, UT 84084 © Jan. 2010 –Revised November 2014	IEP SCRAM SERVICES	Student participates in the DL
<i>This form is used to identify services the student is receiving. If the services CHANGE AT ANY POINT IN THE SCHOOL YEAR “IEP SCRAM SERVICES” page must be completed and placed in the student’s file with a copy sent to the District for SCRAM.</i>		

Jordan School District
 West Jordan, UT 84084

© Jan. 2010 –Revised November 2014

Intradistrict Communication, November 19, 2014: DLM Flag on Skyward

The Dynamic Learning Map (DLM) is the new State assessment for students with significant cognitive disabilities. The DLM replaces the UAA for Language Arts and Math. In order for the student information to upload into the Utah Office of Education UTREX system, a flag was created within Skyward. This has necessitated

the need to make a change to the SCRAM document. On the upper right-hand side of the SCRAM document, the statement, “Student participates in the DLM has been added. If the IEP team has determined that the student will take the DLM assessment, then this box should be checked. If the student will take the SAGE, then this box will not be checked. It is imperative that when SCRAM documents are completed, that the special educator completing the document marks the DLM box for students who are designated to take the DLM, so this information is entered into the Skyward System and can roll into the UTREX system.

- **When should SCRAM documents be submitted?**

Data collection and maintaining SCRAM counts are ongoing processes all year long.

If the student's IEP services change at any point in the school year, submit the appropriate exit and entry SCRAM documents to reflect the changes to the IEP services (follow the steps outlined in Question 2. *What is the correct SCRAM procedure when a student's IEP services change?*). SCRAM documents must be submitted when IEP services change and/or at the following times:

- **Typical school transition periods:**

- Preschool to Kindergarten
- Elementary to Middle School (6th grade to 7th grade)
- Middle School to High School (9th grade to 10 grade)
- High School to Post-High School (12th grade to graduation, 12th grade to South Valley School)

- **Changes to a student's IEP, classification, placement, enrollment:**

- When an initial IEP is completed.
- When an annual IEP is completed.
- When IEP services change (increase or decrease in time and/or service).
- When a student comes from another school and enters your setting during the year.
- When a student leaves your school.
- When a student is no longer eligible for special education.
- When a student's classification changes.

SCRAM Resource Disability Code	
<i>(Classification)</i>	
<input type="checkbox"/>	Autism (AU)
<input type="checkbox"/>	Speech/Language Impairment (CD)
<input type="checkbox"/>	Deaf/Blindness (DB)
<input checked="" type="checkbox"/>	Developmental Delay (DD) (ages 3 through 7)
<input type="checkbox"/>	Emotional Disturbance (BD)
<input type="checkbox"/>	Hearing Impairment/Deafness (HI)
<input type="checkbox"/>	Intellectual Disability (ID)
<input type="checkbox"/>	Multiple Disabilities (MD)
<input type="checkbox"/>	Other Health Impairment (OH)
<input type="checkbox"/>	Orthopedic Impairment (OI)
<input type="checkbox"/>	Specific Learning Disabilities (SL)
<input type="checkbox"/>	Traumatic Brain Injury (TB)
<input type="checkbox"/>	Visual Impairment (VI)



- **When a student's service pattern changes:**

From	To
Resource (A or B)	Resource Self-Contained (C)
Resource Self-Contained (C)	Resource (A or B)
Resource Self-Contained (C)	Self-Contained Support Class (G)
Self-Contained Support Class (G)	Resource A, B, C, Special School (E)
Special School (E)	Resource A, B, C, or Self-Contained Support Class (G)

SCRAM Time Service Pattern Code

(Average minutes per day)

- ☐ 1-59 min/day (1-29 min/day Kdg) [A]
- ☐ 60-179 min/day (30-89 min/day Kdg) [B]
- ☐ 180+ min/day (90+ min/day Kdg) [C] Self-Cont
- ☐ Homebound/hospitalized student [D]
- ☐ Separate School [E]
- ☐ 180 min/day or more of special ed and/or related services delivered in the regular classroom [F]
- ☐ 180 min/day or more (Cluster) [G]
- ☐ Diagnostic Kindergarten (DK Cluster) [I]
- ☐ Preschool [H]

- **When a student's Environment Code changes:**

From	To
Early Childhood (Ages 3-5)	School Age (Ages 6-21)
Regular School Setting (V)	Any other setting, or reverse
Public Separate School (S)	Any other setting, or reverse
Regular (V) or Separate School (S)	*Homebound/Hospitalized (H), or reverse

***Clarification of Students Served on Home/Hospital (H)**

Short Term Injury or Illness

This is not a change in placement, nor is it a change in environment code. It is an adjustment of service. Under these circumstances, DO NOT exit the student's SCRAM.

Long-Term Injury or Illness

The student is homebound. **This is a change in placement and environment code.** Hold an IEP meeting to determinate what the appropriate service at home in order for the student to receive FAPE. Document the change of IEP services on the IEP and the student's placement. Complete a Change of Placement and submit a new SCRAM to reflect the IEP change in IEP services.

ENVIRONMENT CODE	
<i>(Identifies the type of educational setting in which the student receives special education services)</i>	
EARLY CHILDHOOD (Ages 3-5; incl. Kdg):	
Child attends a regular early childhood program (50% or more of non-disabled peers)	
10 hours or more/week and receives services	Less than 10 hours/week and receives services
<input type="checkbox"/> In Reg Ed Prog [F]	<input type="checkbox"/> In Reg Ed Prog [J]
<input type="checkbox"/> In Other Location [G]	<input type="checkbox"/> In Other Location [K]
OR	
Child attends a special education program (50% or more of students receive special education services)	
YES	NO
<input type="checkbox"/> Special Ed Class [C]	<input type="checkbox"/> Home [M]
<input type="checkbox"/> Separate School [S]	<input type="checkbox"/> Itinerant/Service Provider Location [L]
<input type="checkbox"/> Residential Facility [R]	
SCHOOL AGE (Ages 6-21):	
<input type="checkbox"/> Regular School Setting [V]	
<input type="checkbox"/> Public Separate School [S]	
<input type="checkbox"/> Homebound/Hospitalized [H]	
<input type="checkbox"/> Correctional Facility (YIC) [Y]	
<input type="checkbox"/> Parentally Placed in Private School [P]	
<input type="checkbox"/> Home School [Z]	
<input type="checkbox"/> Private Residential Facility [T]	
<input type="checkbox"/> Private Separate School [U]	
<input type="checkbox"/> Public Residential [R]	

•

- **What key points must be considered when identifying services and minutes on the IEP and corresponding SCRAM document?**

Special education is specially-designed instruction. *Specially-designed instruction means adapting, as appropriate to the needs of an eligible student under these Rules, the content, methodology, or delivery of instruction in order to:*

- *Address the unique needs of the student that result from the student's disability.*
- *Ensure access of the student to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the LEA that apply to all students. (USBE SER I.E.39)*

All IEP service minutes are individualized and determined by the IEP team (not by a program or a specific location). **IEP service times/minutes must only include time when a student is in school and specialized instruction is being provided.** Teams **CANNOT** count time when specialized instruction is not occurring (e.g., Friday short days, middle and high school collaboration time, release time, etc.).

- **Consultation:** Consultation is an indirect service for a student that usually occurs between a student's teachers, staff, and parents, and therefore, **IS NOT an IEP service and cannot be counted as IEP service time.**
- **Monitoring:** Monitoring may be counted as an IEP service pattern **ONLY** if specially designed instruction is being provided by a certified special educator (specially designed instruction requires that we are adapting the content, methodology or delivery of instruction for a given student). If the student does not need specially designed instruction, they are **not eligible** for special education services.
 - Note: Checking grades, checking attendance, monitoring homework

completion, etc., is not specially designed instruction. These activities should be done with **all students** (including at-risk students); they are **not** special education issues and would not be considered specialized instruction.

- Specially designed instruction (or specialized instruction) requires that you are doing something different from what is done with every general education student.
- If the specified criteria are met to claim “monitoring” as an IEP service for a given student, the following requirements must be met:
 - The IEP team must have **data** to document the delivery of monitoring as a special education service; the team must be able to show how they are delivering “**specialized instruction.**”
 - Monitoring services are only appropriate if provided for a **limited period** of time as a way to transition a student out of services or to a less restrictive service pattern.
 - Note: Counting students who are being inappropriately “monitored” could result in a loss of funds for the district. As a result, high “monitoring” numbers in a school will be flagged for a compliance review.
- **Mainstream and Inclusion:** If a student is mainstreamed and the time is being counted as service minutes, the team must be able to justify that specialized instruction is being provided (i.e., classroom assistance, prompting, redirecting, behavior corrections, etc.).
- **Self-Contained Support Classes and Special Schools:** If the IEP team has determined that lunch, recess, and breaks are to be counted as instructional time, there must be documentation that support these periods as instructional time. It is recommended that the IEP team document the decision to count lunches, recesses, and breaks as instructional time in Section 7 of the GoalView IEP (i.e., *The IEP team has determined that the student will receive adaptive P.E. and specialized*

instruction during lunch, recess, and breaks).

- **Co-teaching:** Co-teaching is an optional service delivery model, and should not be the only option for students with disabilities to access the general curriculum. The IEP must consider the degree of specialized instruction the student needs in order to meet his/her IEP goals. *The amount of time that should be counted for the IEP service depends on the needs of the student and how the special education teacher delivers the service on a regular basis.*
- Only the amount of time that is spent delivering **specially designed instruction** (adapting the content, methodology, or delivery of instruction) may be counted as special education.
- Providing accommodations is not considered specially designed instruction (Co-Teaching Handbook, Utah Guidelines, Utah State Office of Education, September 2011).

- **What SCRAM circumstances are unique to students who are ages 3-5?**

ENVIRONMENT CODE
(Identifies the type of educational setting in which the student receives SpEd/Related services)

EARLY CHILDHOOD (Ages 3-5; incl. Kdg):

Child attends a regular early childhood program
(50% or more of non-disabled peers)

10 hours or more/week and receives services	Less than 10 hours/week and receives services
<input type="checkbox"/> In Reg Ed Prog [F]	<input type="checkbox"/> In Reg Ed Prog [J]
<input type="checkbox"/> In Other Location [G]	<input type="checkbox"/> In Other Location [K]

OR

Child attends a special education program
(50% or more of students receive special education services)

YES	NO
<input type="checkbox"/> Special Ed Class [C]	<input type="checkbox"/> Home [M]
<input type="checkbox"/> Separate School [S]	<input type="checkbox"/> Itinerant/Service Provider Location [I]
<input type="checkbox"/> Residential Facility [R]	

SCHOOL AGE (Ages 6-21):

<input type="checkbox"/> Regular School Setting [V]
<input type="checkbox"/> Public Separate School [S]

- **Early Childhood Environment Codes:** All students who are age 3-5 must be reported using Early Childhood Environment Codes. This includes kindergarten students who are age 5.

When the student turns 6 years old, the team must exit the student from the Early Childhood Environment Code and re-enter the student using a **School-Age (6-21)** special education environment code.

REMINDERS!

- This is a change in environment code, not a change in placement. An IEP meeting is not required.
- If the early childhood environment code is not used for all 5 year-olds

(including those in kindergarten) or the environment code is not changed to a school-age code once the student turns 6 years old, the student's SCRAM record will not be submitted to the State and the District will lose funding for that student.

- **One of the following Early Childhood Environment Codes** must be selected on the SCRAM document, based on the setting in which the student receives special education and related services:

- Child attends a regular early childhood program comprised of 50% or more nondisabled peers, for 10 hours or more per week.

ENVIRONMENT CODE
(Indicates the type of environment during which the student receives SpEd/Related services)
EARLY CHILDHOOD (Ages 3-5; incl. Kdg):
 Child attends a regular early childhood program
 (50% or more of non-disabled peers)

10 hours or more/week and receives services	Less than 10 hours/week and receives services
<input type="checkbox"/> In Reg Ed Prog [F]	<input type="checkbox"/> In Reg Ed Prog [J]
<input type="checkbox"/> In Other Location [G]	<input type="checkbox"/> In Other Location [K]

OR

- **Code F:** Child receives special

education and related services in the regular education program (i.e., Headstart Preschool class, or a 5 year old in a regular Kindergarten class).

- **Code G:** Child receives special education and related services in some other location (i.e., child attends a private preschool in the community and receives IEP services in a special education preschool class).
- Child attends a special education program that consists of 50% or more of students receiving special education.

OR

Child attends a special education program
(50% or more of students receive special education services)

YES	NO
<input type="checkbox"/> Special Ed Class [C]	<input type="checkbox"/> Home [M]
<input type="checkbox"/> Separate School [S]	<input type="checkbox"/> Itinerant/Service
<input type="checkbox"/> Residential Facility [R]	<input type="checkbox"/> Provider Location [I]

- **Code C:** Child attends a special

education class (i.e., Preschool class, or is a 5 year-old in a Diagnostic Kindergarten class).

- **Code S:** Child attends a special education class in a separate school (i.e. a 5 year-old in a Kindergarten class at Kauri Sue Hamilton School).
- **Code R:** An IEP team decision is made to provide special education and related services in a residential facility (i.e., care center).

- **Child receives special education and related services in other location.**

.....

OR

Child attends a special education program
(50% or more of students receiving special education services)

YES	NO
<input type="checkbox"/> Special Ed Class [C]	<input type="checkbox"/> Home [M]
<input type="checkbox"/> Separate School [S]	<input type="checkbox"/> Itinerant/Service
<input type="checkbox"/> Residential Facility [R]	<input type="checkbox"/> Provider Location [I]

- **Code I:** Child receives special

education and related services in a service provider location (i.e., Itinerant SLP services in an elementary school location).

- **Code M:** An IEP team decision is made to provide special education and related services in the child's home.

- **How important is the SCRAM caseload report/printout?**

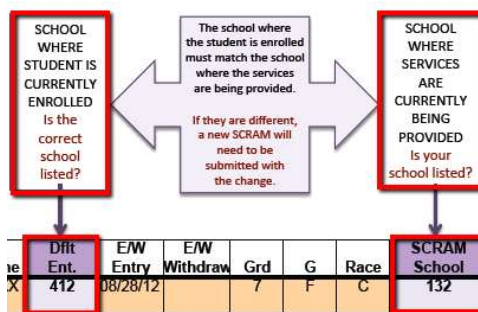
The information from each individual SCRAM document is represented on the school's SCRAM Caseload Report, and comprises the data that are submitted to the State. The caseload report is sent with an accompanying SCRAM memo to special education team leaders **PRIOR** to the October 1st, December 1st, and end of year reporting periods. All team members and service providers need to verify **each student** on the list as correct, changed, deleted, and/or incomplete. Detailed instructions are included in the memo for checking the caseload report (refer to *Reading the SCRAM Report* in the Resources section of this training manual).

Sections of the SCRAM Caseload Report/Printout:

Other ID	Sts	Student Name
1111111	A	XXXXXXXXXX
2222222	A	XXXXXXXXXX
3333333	A	XXXXXXXXXX
4444444	A	XXXXXXXXXX
5555555	A	XXXXXXXXXX
6666666	A	XXXXXXXXXX

- Every student receiving services must be listed on the report.

- If a student is receiving services, but his//her name is not listed on the report, submit an entry SCRAM document.
- If a student is listed on the report, but s/he is no longer enrolled at your school, submit an exit SCRAM document.



Each student's Default and SCRAM

school numbers must match.

- **Default School** is the school where the student is currently enrolled.
- **SCRAM School** is the school where services are currently being provided to the student.
- If they are different, submit a new entry SCRAM document with the change.

- **SCRAM Entry/Exit Dates and Exit Codes**

All SCRAM services are entered with an entry date and exited with an exit date and code. These dates will be reflected on the SCRAM report throughout the year as services change and IEPs are held.

- **SCRAM Entry Date:**

FIRST DAY SPED/ SCRAM SERVICES ARE PROVIDED FOR CURRENT SCHOOL YEAR- First day of school OR date services began or changed during year.	LAST DAY SPED/ SCRAM SERVICES ARE RECIEVED FOR CURRENT SCHOOL YEAR- Last day of school OR date AFTER services ended or changed during year.	EXIT CODE DETERMINES IF THE STUDENT MOVED, CHANGED SERVICES, RETURNED TO REGULAR PLACEMENT, ETC.
SCRAM Entry	SCRAM Exit	Exit Code
07/25/12		

- The entry date is either the first day of school OR

the first day the services listed on the SCRAM were provided.

- If the services are updated or changed during the year, they must be re-entered with a new entry date on a new SCRAM.
- If the services are updated or changed during the year, the
- new SCRAM entry date will be the **same as the exit date**.

7/25/12	8/13/12	A
---------	---------	---

ALL SCRAM SERVICES ARE ENTERED WITH AN ENTRY DATE AND EXITED WITH AN EXIT DATE AND CODE.
 The Entry Date is either the first day of school OR the first day the services listed on the SCRAM were provided. If the services are updated or changed during the year, they must be re-entered with a new entry date on a new Scram.
 These dates will be reflected here throughout the year as services change and IEPs are held.

SCRAM Exit Date:

- The exit date is the day **AFTER** the last day the student received the services listed on the SCRAM document.
- An exit date must be listed if the student is being exited from existing services; either for changes or to discontinue services completely.
- **Exit Code:**
 - The exit code determines if the student moved, changed services, returned to regular placement, etc.
 - Every exit date must have an exit code.

SCRAM Entry	SCRAM Exit	Exit Code
07/25/12		
7/25/12	8/13/12	A

Please note: If a student exits services any time

throughout the year, his/her name will remain on the report. If a SCRAM Exit date is listed, please do not send in another exit SCRAM document.

- **All of the following information from the SCRAM document must be correct.**

A new SCRAM document needs to be submitted to change the information in these sections.

*SERVICE PATTERN CODE
*DISABILITY CODE
*ENVIRONMENT CODE
*REGULAR PERCENT
*WEIGHTED PERCENT
*HEALTH SERVICES

PROG
CO
Ref
the ty
serv
bei
rece

Svc Pt Code	Disab Code	Env	Reg Pct	Wgt	Hlt Srv
A	OH	V	1	1	yes
A	HI	V	1	1	yes
A	CD	V	1	1	yes

- **Service Pattern Code:** This is the amount of

time per day, in minutes that the student receives special education and related services. Minutes of specialized instruction and related services are counted when delivered in the general education classroom, in a special education classroom, or in other settings.

A	SL	V	1	1	no
---	----	---	---	---	----

INFORMATION FROM
SCRAM DOCUMENT

A new SCRAM needs to be submitted to change the information found in these sections.

- **Disability Code:** This identifies the type of disability under which the student has been determined eligible for special education and related services.
- **Environment:** This is the type of educational setting in which the student

receives special education and related services.

- Ages 3-5, use an Early Education Environment Code
- Ages 6-21, use a School-Age Environment Code
 - V: Regular School Setting
 - S: Public Separate School
 - H: Homebound/Hospitalized
- **Regular Percent:** This is the amount of time the student receives education in a regular education classroom with nondisabled peers during the day.
 - 1 = At least 80% of the school
 - 2 = 40-79% of the school
 - 3 = Less than 40% of the school day
- **Health Services:** If the student receives IEP health related services during the school day (i.e., speech, guidance, occupational therapy, adaptive EP, etc.), this column should be marked “Yes.”

- | PROGRAM
CODE
Reflects
the type of
services
being
received | MIN/WK
Total
number of
minutes for
each service
received. If
minutes are
incorrect, a
new SCRAM
must be
submitted |
|---|---|
|---|---|

Program Service Code and Minutes per Week

Services and minutes listed on the SCRAM report must reflect the services and minutes listed on the student’s IEP.

Svc Code	Min/ Wk
R	180
G	30
H	60
S	20

- The program services code represents the type of services the student receives.
- If the IEP services have changed, submit exit and new entry SCRAM documents to reflect the correct information.
- Minutes per Week are the total number of minutes for each service that the student receives. If the IEP minutes for any service are incorrect, submit exit and new entry SCRAM documents to reflect the correct information.

NAME OF TEAM
MEMBER WHO
PROVIDES SERVICES
Changes to providers
can be made on the
Scram Report- a new
SCRAM document
does not need to be
submitted if the only
change is the
Provider.

Provider

- **Provider:** The provider is the name of the team

member who provides the services. Changes to providers can be made on the SCRAM report; a new SCRAM document does not need to be submitted if the only change is the Provider.

SECTION 2: ANATOMY OF A SCRAM DOCUMENT

Amherst School District
West Jordan, UT 84088
© Jan. 2010 - Revised November 2014

IEP SCRAM SERVICES

Student participates in the DLM ☐

*This form is used to identify services the student is receiving. If the services **CHANGE AT ANY POINT IN THE SCHOOL YEAR**, a new "IEP SCRAM SERVICES" page must be completed and placed in the student's file with a copy sent to the District for SCRAM input.*

Student _____ Birthdate _____ Student # _____
 School _____ Primary Server Name _____
 Entry Date _____ IEP Date _____
(This is the first day for these specific services; either the first day of the new school year, or date of changes during the school year.)

KEY: General Education class = G; Special Education Class = S; Other = O; Daily = D; Weekly = W; Monthly = M

SPECIAL EDUCATION SERVICES:	Provider Initials	Location	Amount of Time	Frequency	SCRAM Min. Weekly
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
RELATED SERVICES:		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
TOTAL MINUTES PER WEEK (Do not exceed the total possible minutes in a week.)					
Divide by 5 = AVERAGE MINUTES/DAY (This number determines SCRAM Time Service Pattern Code.)					

SCRAM Resource Disability Code <i>(Classification)</i> <input type="checkbox"/> Autism (AU) <input type="checkbox"/> Speech/Language Impairment (CD) <input type="checkbox"/> Deaf/Blindness (DB) <input checked="" type="checkbox"/> Developmental Delay (DD) <i>(ages 3 through 7)</i> <input type="checkbox"/> Emotional Disturbance (BD) <input type="checkbox"/> Hearing Impairment/Deafness (HI) <input type="checkbox"/> Intellectual Disability (ID) <input type="checkbox"/> Multiple Disabilities (MD) <input type="checkbox"/> Other Health Impairment (OH) <input type="checkbox"/> Orthopedic Impairment (OI) <input type="checkbox"/> Specific Learning Disabilities (SL) <input type="checkbox"/> Traumatic Brain Injury (TB) <input type="checkbox"/> Visual Impairment (VI)	SCRAM Time Service Pattern Code <i>(Average minutes per day)</i> <input type="checkbox"/> 1-59 min/day (1-29 min/day Kdg) [A] <input type="checkbox"/> 60-179 min/day (30-89 min/day Kdg) [B] <input type="checkbox"/> 180+ min/day (90+ min/day Kdg) [C] <i>See case</i> <input type="checkbox"/> Homebound/hospitalized student [D] <input type="checkbox"/> Separate School [E] <input type="checkbox"/> 180 min/day or more of special ed and/or related services delivered in the regular classroom [F] <input type="checkbox"/> 180 min/day or more (Cluster) [G] <input type="checkbox"/> Diagnostic Kindergarten (DK Cluster) [H] <input type="checkbox"/> Preschool [H]	ENVIRONMENT CODE <i>(Identifies the type of educational setting in which the student receives SpEd/Related services)</i> EARLY CHILDHOOD (Ages 3-5; incl. Kdg): Child attends a regular early childhood program (50% or more of non-disabled peers) 10 hours or more/week and receives services: <input type="checkbox"/> In Reg Ed Prog [F] <input type="checkbox"/> In Other Location [G] Less than 10 hours/week and receives services: <input type="checkbox"/> In Reg Ed Prog [J] <input type="checkbox"/> In Other Location [K] OR Child attends a special education program (50% or more of students receive special education services) YES: <input type="checkbox"/> Special Ed Class [C] <input type="checkbox"/> Separate School [S] <input type="checkbox"/> Residential Facility [R] NO: <input type="checkbox"/> Home [M] <input type="checkbox"/> Inpatient/Service Provider Location [I]
REGULAR PERCENT <i>(Summarizes the amount of time per day the student is in a REGULAR ED class. See the back of this sheet for guidelines to assist in calculating the daily percentage of regular education class time. N/A for Preschool)</i> <input type="checkbox"/> At least 80% of the day [1] <input type="checkbox"/> 40% to 79% of the day [2] <input type="checkbox"/> Less than 40% of the day [3]	HEALTH RELATED SERVICES <i>(Mark any/all applicable boxes—see definitions on the back of this sheet)</i> <input type="checkbox"/> Motor Skills Development <input type="checkbox"/> Communication Skills Development <input type="checkbox"/> Nursing Services <input type="checkbox"/> Personal Services <input type="checkbox"/> Behavioral Health Services <input type="checkbox"/> Vision/Hearing Adaptation Services <input type="checkbox"/> N/A	
SCHOOL AGE (Ages 6-21): <input type="checkbox"/> Regular School Setting [V] <input type="checkbox"/> Public Separate School [S] <input type="checkbox"/> Homebound/Hospitalized [H] <input type="checkbox"/> Correctional Facility (YIC) [Y] <input type="checkbox"/> Parentally Placed in Private School [P] <input type="checkbox"/> Home School [Z] <input type="checkbox"/> Private Residential Facility [T] <input type="checkbox"/> Private Separate School [U] <input type="checkbox"/> Public Residential [R]		

EXIT DATE: _____ **NEW CHANGES:** (To exit from existing services; either for changes or to discontinue services completely, the exit date is the day **AFTER** the last day the student receives the services listed on THIS SCRAM. The new SCRAM entry date will be the same as the exit date.)

EXIT CODES (Reason for exit/change of services):

<input type="checkbox"/> Returned to Regular Placement [A]	<input type="checkbox"/> Died [E]	<input type="checkbox"/> Dropped Out [I]
<input type="checkbox"/> Graduated with Diploma [B]	<input type="checkbox"/> Moved, Continued in District [F]	<input type="checkbox"/> Change in Disability [J]
<input type="checkbox"/> Graduated with Certificate [C]	<input type="checkbox"/> Moved, Continued outside of District [G]	<input type="checkbox"/> Change in Services and/or Placement and/or New IEP [K]
<input type="checkbox"/> Reached Maximum Age [D]	<input type="checkbox"/> Moved, Not Known to be Continued [H]	

Distribution of Copies (use with Goalview IEPs): White – File/IEP Yellow – SCRAM input person @ District Office

IEP SCRAM SERVICES

Student participates in the DLM ☐

This form is used to identify services the student is receiving. If the services CHANGE AT ANY POINT IN THE SCHOOL YEAR, a new "IEP SCRAM SERVICES" page must be completed and placed in the student's file with a copy sent to the District for SCRAM input.

Student _____	Birthdate _____	Student # _____
School _____	Primary Server Name _____	
Entry Date _____ <small>(This is the first day for these specific services; either the first day of the new school year, or date of changes during the school year.)</small>		IEP Date _____

KEY: General Education class = G; Special Education Class = S; Other = O; Daily = D; Weekly = W; Monthly = M

SPECIAL EDUCATION SERVICES:	Provider Initials	Location	Amount of Time	Frequency	SCRAM Min. Weekly
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
RELATED SERVICES:					
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
TOTAL MINUTES PER WEEK (Do not exceed the total possible minutes in a week.)					
Divide by 5 = AVERAGE MINUTES/DAY (This number determines SCRAM Time Service Pattern Code.)					

SCRAM Resource Disability Code (Classification) <input type="checkbox"/> Autism (AU) <input type="checkbox"/> Speech/Language Impairment (CD) <input type="checkbox"/> Deaf/Blindness (DB) <input checked="" type="checkbox"/> Developmental Delay (DD) <small>(ages 3 through 7)</small> <input type="checkbox"/> Emotional Disturbance (BD) <input type="checkbox"/> Hearing Impairment/Deafness (HI) <input type="checkbox"/> Intellectual Disability (ID) <input type="checkbox"/> Multiple Disabilities (MD) <input type="checkbox"/> Other Health Impairment (OH) <input type="checkbox"/> Orthopedic Impairment (OI) <input type="checkbox"/> Specific Learning Disabilities (SL) <input type="checkbox"/> Traumatic Brain Injury (TB) <input type="checkbox"/> Visual Impairment (VI)	SCRAM Time Service Pattern Code (Average minutes per day) <input type="checkbox"/> 1-59 min/day (1-29 min/day Kdg) [A] <input type="checkbox"/> 60-179 min/day (30-89 min/day Kdg) [B] <input type="checkbox"/> 180+ min/day (90+ min/day Kdg) [C] <input type="checkbox"/> Homebound/hospitalized student [D] <input type="checkbox"/> Separate School [E] <input type="checkbox"/> 180 min/day or more of special ed and/or related services delivered in the regular classroom [F] <input type="checkbox"/> 180 min/day or more (Cluster) [G] <input type="checkbox"/> Diagnostic Kindergarten (DK Cluster) [I] <input type="checkbox"/> Preschool [H]	ENVIRONMENT CODE (Identifies the type of educational setting in which the student receives SpEd/Related services) EARLY CHILDHOOD (Ages 3-5; incl. Kdg): Child attends a regular early childhood program (50% or more of non-disabled peers) 10 hours or more/week and receives services: <input type="checkbox"/> In Reg Ed Prog [F] <input type="checkbox"/> In Other Location [G] OR Child attends a special education program (50% or more of students receive special education services) YES: <input type="checkbox"/> Special Ed Class [C] <input type="checkbox"/> Separate School [S] <input type="checkbox"/> Residential Facility [R] NO: <input type="checkbox"/> Home [M] <input type="checkbox"/> Inpatient/Service Provider Location [I]
REGULAR PERCENT (Summarizes the amount of time per day the student is in a REGULAR ED class. See the back of this sheet for guidelines to assist in calculating the daily percentage of regular education class time. N/A for Preschool) <input type="checkbox"/> At least 80% of the day [1] <input type="checkbox"/> 40% to 79% of the day [2] <input type="checkbox"/> Less than 40% of the day [3]	HEALTH RELATED SERVICES (Mark any/all applicable boxes—see definitions on the back of this sheet) <input type="checkbox"/> Motor Skills Development <input type="checkbox"/> Communication Skills Development <input type="checkbox"/> Nursing Services <input type="checkbox"/> Personal Services <input type="checkbox"/> Behavioral Health Services <input type="checkbox"/> Vision/Hearing Adaptation Services <input type="checkbox"/> N/A	SCHOOL AGE (Ages 6-21): <input type="checkbox"/> Regular School Setting [V] <input type="checkbox"/> Public Separate School [S] <input type="checkbox"/> Homebound/Hospitalized [H] <input type="checkbox"/> Correctional Facility (YIC) [Y] <input type="checkbox"/> Parentally Placed in Private School [P] <input type="checkbox"/> Home School [Z] <input type="checkbox"/> Private Residential Facility [T] <input type="checkbox"/> Private Separate School [U] <input type="checkbox"/> Public Residential [R]
EXIT DATE: _____ NEW CHANGES: (To exit from existing services; either for changes or to discontinue services completely, the exit date is the day AFTER the last day the student receives the services listed on THIS SCRAM. The new SCRAM entry date will be the same as the exit date.) EXIT CODES (Reason for exit/change of services): <input type="checkbox"/> Returned to Regular Placement [A] <input type="checkbox"/> Died [E] <input type="checkbox"/> Dropped Out [I] <input type="checkbox"/> Graduated with Diploma [B] <input type="checkbox"/> Moved, Continued in District [F] <input type="checkbox"/> Change in Disability [J] <input type="checkbox"/> Graduated with Certificate [C] <input type="checkbox"/> Moved, Continued outside of District [G] <input type="checkbox"/> Change in Services and/or Placement and/or New IEP [K] <input type="checkbox"/> Reached Maximum Age [D] <input type="checkbox"/> Moved, Not Known to be Continued [H]		

Distribution of Copies (use with Goalview IEPs): White - File/IEP Yellow - SCRAM input person @ District Office

1. Student Demographic Data

Jordan School District West Jordan, UT 84084 © Jan. 2010 – Revised November 2014		IEP SCRAM SERVICES		Student participates in the DLM <input type="checkbox"/>
<i>This form is used to identify services the student is receiving. If the services CHANGE AT ANY POINT IN THE SCHOOL YEAR, a new "IEP SCRAM SERVICES" page must be completed and placed in the student's file with a copy sent to the District for SCRAM input.</i>				
Student	Birthdate		Student #	
School	Primary Server Name			
Entry Date	<i>(This is the first day for these specific services, either the first day of the new school year, or date of changes during the school year.)</i>		IEP Date	

Guidelines for Completing Student Demographic Data

- All information must be accurate and complete.
- Use the current SCRAM Document: **Revised November 2014 IEP SCRAM Services.**
 - See Resources for copy of current SCRAM document.
 - Template form is posted on the Special Education Website (Forms > SCRAM).

Common Errors for Student Demographic Data:

- Student name does not match student number.
- Student number is left blank.
- Date of Birth is blank or wrong date for student.
- IEP Date is left blank. *(Note: SCRAM documents correspond to the date of the IEP.)*
- An outdated version of the Scram form is used.
- Student's SCRAM school does not match the school where the student is enrolled.


2. Entry Date

Jordan School District
West Jordan, UT 84084
© Jan. 2010 – Revised November 2014

IEP SCRAM SERVICES

Student participates in the DLM ☐

*This form is used to identify services the student is receiving. If the services **CHANGE AT ANY POINT IN THE SCHOOL YEAR**, a new "IEP SCRAM SERVICES" page must be completed and placed in the student's file with a copy sent to the District for SCRAM input.*

Student Atlanta Georgiz	Birthdate 3/3/2000	Student # 2188790
School Happy Lane Middle	Primary Server Name Abby Alphabet	
Entry Date <i>(This is the first day for these specific services; either the first day of the new school year, or date of changes during the school year.)</i> 1/27/15		IEP Date 1/27/15

Guidelines for Completing the Entry Date

- The Entry Date is the first day for the specific services listed; either the first day of the new school year, or the date of changes during the school year.
- When a student's IEP services change, the new SCRAM entry date will be the same as the exit date.

Common Errors for Entry Date:

- The entry date is not changed to reflect the date of the changes on the IEP.
- The entry date is left blank.
- A new IEP is held, but the entry date does not change to reflect the new IEP date.
- Errors in entry (and exit dates) can result in a loss of days counted and loss of funding

•

KEY: General Education class = G; Special Education Class = S; Other = O; Daily = D; Weekly = W; Monthly = M							
SPECIAL EDUCATION SERVICES:	Provider Initials	Location	Amount of Time	Frequency	SCRAM M Weekly		
Reading Comprehension	AA	<input type="checkbox"/> G <input checked="" type="checkbox"/> S <input type="checkbox"/> O	60 minutes	<input checked="" type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	300		
Reading Fluency	AA	<input type="checkbox"/> G <input checked="" type="checkbox"/> S <input type="checkbox"/> O	30 minutes	<input checked="" type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	150		
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O			
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O			
RELATED SERVICES:							
Speech-Language	DL	<input type="checkbox"/> G <input checked="" type="checkbox"/> S <input type="checkbox"/> O	30	<input type="checkbox"/> D <input checked="" type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	30		
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O			
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O			
TOTAL MINUTES PER WEEK (Do not exceed the total possible minutes in a week.)					480		
Divide by 5 = AVERAGE MINUTES/DAY (This number determines SCRAM Time Service Pattern Code.)					96		

3. IEP Services

Guidelines for Completing the IEP Services

- The services and minutes listed on the SCRAM document must reflect the services and minutes listed on the IEP.
- List each **special education service** by content area (i.e. reading, math, writing, etc.). Also list:
 - The service provider's initials,
 - The amount of time for each service,
 - The frequency of delivery for each service, and
 - The location where each service will be delivered.
- List each **related service** with the initials of the corresponding service provider; the amount of time, frequency and location of services. Also list:
 - The service provider's initials,
 - The amount of time for each service,
 - The frequency of delivery for each service, and
 - The location where each service will be delivered.

- If Speech or Guidance is the only service, it is a special education service (*not a related service*).
- Enter the correct minutes in the “Weekly” column. (*Note: If a service is provided monthly, it must be calculated correctly in the Weekly column*).

Amount of Time	Frequency				SCRAM Min.
	<input type="checkbox"/> D	<input type="checkbox"/> W	<input checked="" type="checkbox"/> M	<input type="checkbox"/> O	Weekly

Common Errors for IEP Services:

- Specialized instruction is listed as broad, general areas, instead of specific content areas (special education, resource, cluster, etc. are **not** content areas).
- A SCRAM document is submitted without all of the special education and related services listed.
- Amount of time and frequency listed for a service do not match SCRAM minutes weekly.
- Consultation is listed as a special education or related service.
- Monitoring is listed as specialized instruction over an extended period of time.
- Average minutes per day exceed the total minutes of the school day (use the *Jordan School District Weekly Minutes Calculator, Revised August 2013* in the Resources section of this training manual).

4. Disability Code

SCRAM Resource Disability Code	
<i>(Classification)</i>	
<input type="checkbox"/>	Autism (AU)
<input type="checkbox"/>	Speech/Language Impairment (CD)
<input type="checkbox"/>	Deaf/Blindness (DB)
<input type="checkbox"/>	Developmental Delay (DD) (ages 3 through 7)
<input type="checkbox"/>	Emotional Disturbance (BD)
<input type="checkbox"/>	Hearing Impairment/Deafness (HI)
<input type="checkbox"/>	Intellectual Disability (ID)
<input type="checkbox"/>	Multiple Disabilities (MD)
<input type="checkbox"/>	Other Health Impairment (OH)
<input type="checkbox"/>	Orthopedic Impairment (OI)
<input type="checkbox"/>	Specific Learning Disabilities (SL)
<input type="checkbox"/>	Traumatic Brain Injury (TB)
<input type="checkbox"/>	Visual Impairment (VI)

Guidelines for Completing the Disability Code

- Mark only one Disability Code (the student's disability is listed on the Determination of Eligibility form).
- **Developmental Delay (DD):** Students classified as DD must be reclassified **prior** to their 8th birthday (regardless of the 3 year re-evaluation due date). Students, who maintain a DD classification after their 8th birthday, **cannot** be submitted for funding.

Common Errors for Disability Code:

- The disability code is left blank.

- More than one disability code is marked.
- The DD disability code does not match the age of the student.

5. SCRAM Time Service Pattern Code

SCRAM Time Service Pattern Code	
<i>(Average minutes per day)</i>	
<input type="checkbox"/>	1-59 min/day (1-29 min/day Kdg) [A]
<input type="checkbox"/>	60-179 min/day (30-89 min/day Kdg) [B]
<input type="checkbox"/>	180+ min/day (90+ min/day Kdg) [C] <small>Self-Cont</small>
<input type="checkbox"/>	Homebound/hospitalized student [D]
<input type="checkbox"/>	Separate School [E]
<input type="checkbox"/>	180 min/day or more of special ed and/or related services delivered in the regular classroom [F]
<input type="checkbox"/>	180 min/day or more (Cluster) [G]
<input type="checkbox"/>	Diagnostic Kindergarten (DK Cluster) [I]
<input type="checkbox"/>	Preschool [H]

Guidelines for Completing the Scram Time Service Pattern Code

- The SCRAM time service pattern code correlates with the total average minutes per day.
- Preschool (H) is marked for any preschool student, regardless of the average minutes per day.
- Code “F” is marked if the student is self-contained **and** receives most of his/her services in the regular classroom (i.e., a student with muscular dystrophy who has been assigned a paraeducator to assist in all settings).
- Mark only one service pattern code.

Common Errors for SCRAM Time Service Pattern Code:

- No code is marked.
- More than one code is marked.
- Code “F” is marked instead of “C” (Resource self-contained) or “G” (Self-contained support class – cluster).
- Student is receiving services while on Home/Hospital, but Code D is not marked.

6. Environment Code

ENVIRONMENT CODE

(Identifies the type of educational setting in which the student receives SpEd/Related services)

EARLY CHILDHOOD (Ages 3-5; incl. Kdg):

Child attends a regular early childhood program
(50% or more of non-disabled peers)

10 hours or more/week and receives services	Less than 10 hours/week and receives services
<input type="checkbox"/> In Reg Ed Prog [F]	<input type="checkbox"/> In Reg Ed Prog [J]
<input type="checkbox"/> In Other Location [G]	<input type="checkbox"/> In Other Location [K]

OR

Child attends a special education program
(50% or more of students receive special education services)

YES	NO
<input type="checkbox"/> Special Ed Class [C]	<input type="checkbox"/> Home [M]
<input type="checkbox"/> Separate School [S]	<input type="checkbox"/> Itinerant/Service Provider Location [I]
<input type="checkbox"/> Residential Facility [R]	

SCHOOL AGE (Ages 6-21):

- ☐ Regular School Setting [V]
- ☐ Public Separate School [S]
- ☐ Homebound/Hospitalized [H]
- ☐ Correctional Facility (YIC) [Y]
- ☐ Parentally Placed in Private School [P]
- ☐ Home School [Z]
- ☐ Private Residential Facility [T]
- ☐ Private Separate School [U]
- ☐ Public Residential [R]

Guidelines for Completing the EARLY CHILDHOOD (Ages 3-5) Environment Code

ENVIRONMENT CODE	
<i>(Identifies the type of educational setting in which the student receives SpEd/Related services)</i>	
EARLY CHILDHOOD (Ages 3-5; incl. Kdg):	
Child attends a regular early childhood program (50% or more of non-disabled peers)	
10 hours or more/week and receives services	Less than 10 hours/week and receives services
<input type="checkbox"/> In Reg Ed Prog [F]	<input type="checkbox"/> In Reg Ed Prog [J]
<input type="checkbox"/> In Other Location [G]	<input type="checkbox"/> In Other Location [K]
OR	
Child attends a special education program (50% or more of students receive special education services)	
YES	NO
<input type="checkbox"/> Special Ed Class [C]	<input type="checkbox"/> Home [M]
<input type="checkbox"/> Separate School [S]	<input type="checkbox"/> Itinerant/Service Provider Location [I]
<input type="checkbox"/> Residential Facility [R]	

- Use the Early Childhood codes for all students

who are ages 3-5, including Kindergarten students who are age 5.

- When the student turns 6 years old, teams must exit the student from the Early Childhood Environment Code and re-enter the student using a School-Age (6-21) special education environment code.
- This is a change in environment code, not a change in services or placement. An IEP meeting is not required.
- If the early childhood environment code is not used for **all** 5 year-olds (including those in kindergarten), **or** the environment code is not changed to a school-age code once the student turns 6 years old, the student's SCRAM record will not be submitted to the State, and the District will lose funding for that student.

Use the following codes for 5-year old students in Kindergarten:

Early Childhood (3-5) Setting 5-Year Old Student in Kindergarten	Code	<div>ENVIRONMENT CODE</div> <div>(Identifies the type of educational setting in which the student receives SpEd/Related services)</div> <div>EARLY CHILDHOOD (Ages 3-5; incl. Kdg):</div> <div>Child attends a regular early childhood program (50% or more of non-disabled peers)</div> <div><div>10 hours or more/week and receives services</div><div><input type="checkbox"/> In Reg Ed Prog [F] <input type="checkbox"/> In Other Location [G]</div><div>Less than 10 hours/week and receives services</div><div><input type="checkbox"/> In Reg Ed Prog [J] <input type="checkbox"/> In Other Location [K]</div></div> <div>OR</div> <div>Child attends a special education program (50% or more of students receive special education services)</div> <div><div>YES</div><div><input type="checkbox"/> Special Ed Class [C] <input type="checkbox"/> Separate School [S] <input type="checkbox"/> Residential Facility [R]</div><div>NO</div><div><input type="checkbox"/> Home [M] <input type="checkbox"/> Itinerant/Service Provider Location [I]</div></div>
Regular Kindergarten Class	F	
Diagnostic Kindergarten Class	C	
Kindergarten class at Kauri Sue Hamilton School	S	

Guidelines for Completing the SCHOOL AGE (Ages 6-21) Environment Code

Use the following School Age codes for students who are ages 6-21:

School Age (6-21) Setting	Code	<div style="border: 2px solid blue; padding: 5px;"> <p><u>SCHOOL AGE (Ages 6-21):</u></p> <p><input type="checkbox"/> Regular School Setting [V]</p> <p><input type="checkbox"/> Public Separate School [S]</p> <p><input type="checkbox"/> Homebound/Hospitalized [H]</p> <p><input type="checkbox"/> Correctional Facility (YIC) [Y]</p> <p><input type="checkbox"/> Parentally Placed in Private School [P]</p> <p><input type="checkbox"/> Home School [Z]</p> <p><input type="checkbox"/> Private Residential Facility [T]</p> <p><input type="checkbox"/> Private Separate School [U]</p> <p><input type="checkbox"/> Public Residential [R]</p> </div>
Regular School Setting (Elementary, Middle & High Schools)	V	
Public Separate School (Center-based Schools)	S	
Homebound/Hospitalized (Students on Home/Hospital)	H	
Parentally Placed in Private School*	P*	
Home School*	Z*	
Correctional Facility (YIC)**	Y**	*Consultation with the Special Education Administrator working with Private and Home Schools is required.
Private Residential Facility**	T**	
Private Separate School**	U**	** Consultation with the Jordan School District Director of Special Education is required.
Public Residential**	R**	

Common Errors for Environment Code:

- A code is not marked.

- A Kindergarten student age 5 is reported with a School Age code.
- A Kindergarten student age 5 turns 6, but the Early Childhood code is not changed to School Age.
- Student on Home/Hospital is marked with code V or S, instead of code H.

7. Regular Percent

REGULAR PERCENT

(Summarizes the amount of time per day the student is in a REGULAR ED class. See the back of this sheet for guidelines to assist in calculating the daily percentage of regular education class time. N/A for Preschool)

- ☐ At least 80% of the day [1]
- ☐ 40% to 79% of the day [2]
- ☐ Less than 40% of the day [3]

The following graphic is located on page 2 of the IEP SCRAM Services document (see Resources, page ...)

REGULAR PERCENT

To calculate the percentage of time, divide the number of minutes a student receives special education services outside the general education classroom by the total number of minutes in the school day. Subtract this number from 100% and you will have the percentage of time the special education student spends in the regular classroom. This determines the environment or location in which specialized instruction is received.

Use the following information as a guideline to complete the Regular Percent section on the front of this form.
Please consider each student individually, based upon the setting in which the student receives special education services.

ELEMENTARY SCHOOLS: Traditional Schedule [395 minutes in a day]

% OF TIME IN REGULAR ED	TIME IN REGULAR ED	TIME IN SPECIAL ED
At least 80% of day in regular education [1]	315 min. or more	1-80 min.
40% - 79% of day in regular education [2]	157-314 min.	81-238 min.
Less than 40% of day in regular education [3]	1-156 min.	239 min. or more

ELEMENTARY SCHOOLS (Year-round) and HIGH SCHOOLS (Bingham, Herriman, Riverton): [415 minutes in a day]

% OF TIME IN REGULAR ED	TIME IN REGULAR ED	TIME IN SPECIAL ED
At least 80% of day in regular education [1]	330 min. or more	1-85 min.
40% - 79% of day in regular education [2]	164-329 min.	86-251 min.
Less than 40% of day in regular education [3]	1-163 min.	252 min. or more

MIDDLE SCHOOLS: [420 minutes in a day]

% OF TIME IN REGULAR ED	TIME IN REGULAR ED	TIME IN SPECIAL ED
At least 80% of day in regular education [1]	336 min. or more	1-84 min.
40% - 79% of day in regular education [2]	166-335 min.	85-254 min.
Less than 40% of day in regular education [3]	1-165 min.	255 min. or more

HIGH SCHOOLS (Copper Hills, West Jordan): [405 minutes in a day]

% OF TIME IN REGULAR ED	TIME IN REGULAR ED	TIME IN SPECIAL ED
At least 80% of day in regular education [1]	324 min. or more	1-81 min.
40% - 79% of day in regular education [2]	162-323 min.	79-237 min.
Less than 40% of day in regular education [3]	1-161 min.	238 min. or more

Guidelines for Completing Regular Percent

- Regular percent is the amount of time the student receives **education in a regular education environment with nondisabled peers during the school day**.
- Regular percent refers to where the student is (physical location), not who is delivering the instruction (refer to Regular Percent: Examples 1-5).
- Regular percent **is not the same as service time**.
- If a student is enrolled in a self-contained support class and is mainstreamed to a regular education class during the day, the regular percent must reflect the percent of time with nondisabled peers.
- If a student is enrolled in a special school and is mainstreamed to a regular school or participates in a community-based training experience during the day, the regular percent must reflect the percentage of time with nondisabled peers.
- Regular percent does not apply to students ages 3-5.
- Consider each student individually, based on the setting in which the student receives special education services.
- Use the *Regular Percent Table* in the Resources section of this training manual, to calculate the daily percentage of regular education class time for your school/setting.

Common Errors for Regular Percent:

- Regular percent is not marked.
- The wrong percent is marked (remember, “regular percent” is not the same as the SCRAM Time Service Pattern Code).
- For students in special schools or self-contained support classes who are mainstreamed or served in community-based settings, the regular percent code must reflect the time spent with non-disabled peers in those setting (e.g., if a student spends ½ the day in mainstream or in a community-based site with non-disabled peers, the regular percent code should be “40% to 79% of the day” or

level 2). It should NOT be the same as the service time, or time the student is assigned to the self-contained support class (i.e., 180 or more minutes).

Example 1		
IEP for K-12 Student		
TIME	REGULAR PERCENT*	ENVIRONMENT
A = 1-59 minutes of special education services per day	1 = at least 80% of day in regular education	V = regular school
Reading Fluency: Minutes of special education services in special education classroom per day = 30 Total minutes of special education services per day = 30	Total day = 6 hours (360 minutes) Minutes in regular education per day = 360 – 30 (in special education room) = 330 $330/360 = 92\%$	Team placed student in regular education with resource services.
Special Education Services: <ul style="list-style-type: none"> Reading Fluency S (special education classroom) 30 min., 5x/week 		
*Example is based on a six-hour day, including lunch and recess (breaks).		

Example 2		
IEP for K-12 Student		
TIME	REGULAR PERCENT*	ENVIRONMENT
B = 40-179 minutes of special education services per day	1 = at least 80% of day in regular education	V = regular school
Reading Fluency: Minutes in special education per day = 30 min., 5x/week Reading Comprehension: Minutes of special education services in regular education per day = 30 min., 5x/week Total minutes of special education services per day = 60	Total day = 6 hours (360 minutes) Minutes in regular education per day = 360 – 30 = 330 $330/360 = 92\%$	Team placed student in regular education with resource services.
Special Education Services: <ul style="list-style-type: none"> Reading Fluency S (special education classroom) 30 min., 5x/week Reading Comprehension G (regular education classroom) 30 min., 5x/week 		
*Example is based on a six-hour day, including lunch and recess (breaks).		

Example 3		
IEP for K-12 Student		
TIME	REGULAR PERCENT*	ENVIRONMENT
C = 180+ minutes of special education services per day	2 = 40% to 70% of the day in regular education	V = regular school
Reading Fluency: Minutes in special education per day = 60 min., 5x/week Reading Comprehension: Minutes of special education services in regular education per day = 30 min., 5x/week Math Calculation: Minutes in special education per day = 30 min., 5x/week Math Reasoning: Minutes in special education per day = 30 min., 5x/week Written Language: Minutes in special education per day = 60 min., 5x/week Total minutes of special education services per day = 210	Total day = 6 hours (360 minutes) Minutes in regular education per day = $360 - 180 = 180$ $180/360 = 50\%$	Team placed student in regular education with resource services.
Special Education Services: <ul style="list-style-type: none"> • Reading Fluency S (special education classroom) 60 min., 5x/week • Reading Comprehension G (regular education classroom) 30 min., 5x/week • Math Calculation S (special education classroom) 30 min., 5x/week • Math Reasoning S (special education classroom) 30 min., 5x/week • Written Language S (special education classroom) 60 min., 5x/week 		
*Example is based on a six-hour day, including lunch and recess (breaks).		

Example 4		
IEP for K-12 Student		
TIME	REGULAR PERCENT*	ENVIRONMENT
C = 180+ minutes of special education services per day	1 = at least 80% of day in regular education	V = regular school
Reading Fluency: Minutes in special education per day = 60 min., 5x/week Reading Comprehension: Minutes of special education services in regular education per day = 30 min., 5x/week Math Calculation: Minutes in special education services in regular education per day = 30 min., 5x/week Math Reasoning: Minutes in special education services in regular education per day = 30 min., 5x/week Written Language: Minutes in special education services in regular education per day = 60 min., 5x/week Total minutes of special education services per day = 210	Total day = 6 hours (360 minutes) Minutes in regular education per day = $360 - 60 = 300$ $300/360 = 83\%$	Team placed student in regular education with resource services.
Special Education Services: <ul style="list-style-type: none"> • Reading Fluency S (special education classroom) 60 min., 5x/week • Reading Comprehension G (regular education classroom) 30 min., 5x/week • Math Calculation G (regular education classroom) 30 min., 5x/week • Math Reasoning G (regular education classroom) 30 min., 5x/week • Written Language G (regular education classroom) 60 min., 5x/week 		
*Example is based on a six-hour day, including lunch and recess (breaks).		

Example 5		
IEP for School to Post-School Transition Student		
TIME	REGULAR PERCENT*	ENVIRONMENT
E = Separate School 180+ minutes of special education services per day	1 = at least 80% of day in regular education	S = Public Separate School
Work-Related Skills Minutes in special education per day = 30 min., 5x/week Functional Reading: Minutes in special education per day = 30 min., 5x/week Community-Based Job Training: Minutes in special education services in regular education (community-based) per day = 300 min., 5x/week Total minutes of special education services per day = 360	Total day = 6 hours (360 minutes) Minutes in regular education (community-based) per day = $360 - 60 = 300$ $270/360 = 83\%$	Transition program is directed from a separate public post-high school setting.
Special Education Services: <ul style="list-style-type: none"> • Work-Related Skills S (special education classroom) 30 min., 5x/week • Functional Reading S (special education classroom) 30 min., 5x/week • Community-Based Job Training G (community) 300 min., 5x/week 		
*Example is based on a six-hour day, including lunch and recess (breaks).		

8. Health Related Services

HEALTH RELATED SERVICES

(Mark any/all applicable boxes--see definitions on the back of this sheet)

- ☐ Motor Skills Development
- ☐ Communication Skills Development
- ☐ Nursing Services
- ☐ Personal Services
- ☐ Behavioral Health Services
- ☐ Vision/Hearing Adaptation Services
- ☐ N/A

The following chart for Health Related Services is located on page 2 of the IEP SCRAM Services document (refer to Resources, page ...)

Health Related Services and/or School-Based Skills Development Services	
The following are definitions for the Health Related Services. Please remember that you must have documentation that these services are being delivered.	
•	Motor Skills Development designed to enhance a student's fine and gross motor skills including muscle coordination and strength, ambulation, range of motion, grasp and release and oral motor functioning. This service would take place under the supervision of an occupational therapist or a physical therapist.
•	Communication Skills Development designed to enhance a student's ability to communicate through the development of functional expressive speech or sign language, functional use of adaptive equipment and devices or improved oral-motor functioning. This service would take place under the supervision of a speech-language pathologist.
•	Nursing Services designated to enhance or maintain a student's health status including such services as medication administration, seizure control, treatment and repositioning to maintain skin integrity, tube feeding, catheterization and weight management.
•	Behavioral Health Services designed to mitigate behaviors such as aggression, self-abuse, property destruction, severe non-compliance or withdrawal when those behaviors significantly impact a student's ability to benefit from special education.
•	Vision and Hearing Adaptation Services (necessitated by a student's absence or loss of vision and/or hearing) are specifically designed adaptation training services to develop/enhance a student's functional abilities to assist him/her to benefit from special education. This service would take place under the supervision of a vision and/or hearing specialist.

Guidelines for Completing Health Related Services

- Health related services refer to Medicaid reimbursable services (refer to the definitions for Health Related Services on the *Health Related Services and/or School-Based Skills Development Services*).
- Providers must have documentation that these services are being delivered.
- Mark all health related services that apply.
- Mark “N/A” if the student does not receive any health related services.

Common Errors for Health Related Services:

- The student receives services in a health related area, but it is not marked on the Scram document.
- A health related service is marked when there is no related service listed on the IEP.

EXIT DATE:	NEW CHANGES: (To exit from existing services; either for changes or to discontinue services completely, the exit date is the day AFTER the last day the student receives the services listed on THIS SCRAM. The n SCRAM entry date will be the same as the exit date.)
EXIT CODES (Reason for exit/change of services):	
<input type="checkbox"/> Returned to Regular Placement [A] <input type="checkbox"/> Graduated with Diploma [B] <input type="checkbox"/> Graduated with Certificate [C] <input type="checkbox"/> Reached Maximum Age [D]	<input type="checkbox"/> Died [E] <input type="checkbox"/> Moved, Continued in District [F] <input type="checkbox"/> Moved, Continued outside of District [G] <input type="checkbox"/> Moved, Not Known to be Continued [H]
	<input type="checkbox"/> Dropped Out [I] <input type="checkbox"/> Change in Disability [J] <input type="checkbox"/> Change in Services and/or Placement and/or New IEP [K]

9. Exit Date And Exit Code

Guidelines for Completing the Exit Date and Exit Code

- **The Exit Date** is the **day AFTER the last day** the student received the services listed on the SCRAM document.
- Enter an exit date to exit a student from existing services; either for changes or to discontinue services completely.
- The Exit Code is the reason for the exit date (*every exit date must have an exit code*).

Common Errors for Exit Date and Exit Code:

- An exit date is listed without an exit code.
- A student is withdrawn from school, but an exit SCRAM is not submitted.
- A student is no longer eligible for special education, but an exit SCRAM is not submitted.
- A blank SCRAM document is submitted with only the student's name, exit date, and exit code marked.
- More than one exit code is marked.
- Errors in exit and entry dates can result in a loss of days counted and loss of funding.

RESOURCES

IEP SCRAM SERVICES

Student participates in the DLM ☐

This form is used to identify services the student is receiving. If the services CHANGE AT ANY POINT IN THE SCHOOL YEAR, a "IEP SCRAM SERVICES" page must be completed and placed in the student's file with a copy sent to the District for SCRAM input.

Student <input style="width: 90%;" type="text"/>	Birthdate <input style="width: 90%;" type="text"/>	Student # <input style="width: 90%;" type="text"/>
School <input style="width: 90%;" type="text"/>	Primary Server Name <input style="width: 90%;" type="text"/>	
Entry Date <input style="width: 90%;" type="text"/>	IEP Date <input style="width: 90%;" type="text"/>	

KEY: General Education class = G; Special Education Class = S; Other = O; Daily = D; Weekly = W; Monthly = M

SPECIAL EDUCATION SERVICES:	Provider Initials	Location	Amount of Time	Frequency	SCRAM N Weekl
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
RELATED SERVICES:					
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
		<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M <input type="checkbox"/> O	
TOTAL MINUTES PER WEEK (Do not exceed the total possible minutes in a week.)					
Divide by 5 = AVERAGE MINUTES/DAY (This number determines SCRAM Time Service Pattern Code.)					

SCRAM Resource Disability Code (Classification)

- ☐ Autism (AU)
- ☐ Speech/Language Impairment (CD)
- ☐ Deaf/Blindness (DB)
- ☐ Developmental Delay (DD)
(ages 3 through 7)
- ☐ Emotional Disturbance (BD)
- ☐ Hearing Impairment/Deafness (HI)
- ☐ Intellectual Disability (ID)
- ☐ Multiple Disabilities (MD)
- ☐ Other Health Impairment (OH)
- ☐ Orthopedic Impairment (OI)
- ☐ Specific Learning Disabilities (SL)
- ☐ Traumatic Brain Injury (TB)
- ☐ Visual Impairment (VI)

REGULAR PERCENT

(Summarizes the amount of time per day the student is in a REGULAR ED class. See the back of this sheet for guidelines to assist in calculating the daily percentage of regular education class time. N/A for Preschool)

- ☐ At least 80% of the day [1]
- ☐ 40% to 79% of the day [2]
- ☐ Less than 40% of the day [3]

SCRAM Time Service Pattern Code (Average minutes per day)

- ☐ 1-59 min/day (1-29 min/day Kdg) [A]
- ☐ 60-179 min/day (30-89 min/day Kdg) [B]
- ☐ 180+ min/day (90+ min/day Kdg) [C] *see code*
- ☐ Homebound/hospitalized student [D]
- ☐ Separate School [E]
- ☐ 180 min/day or more of special ed and/or related services delivered in the regular classroom [F]
- ☐ 180 min/day or more (Cluster) [G]
- ☐ Diagnostic Kindergarten (DK Cluster) [I]
- ☐ Preschool [H]

HEALTH RELATED SERVICES

(Mark any/all applicable boxes--see definitions on the back of this sheet)

- ☐ Motor Skills Development
- ☐ Communication Skills Development
- ☐ Nursing Services
- ☐ Personal Services
- ☐ Behavioral Health Services
- ☐ Vision/Hearing Adaptation Services
- ☐ N/A

ENVIRONMENT CODE

(Identifies the type of educational setting in which student receives SpEd/Related services)

EARLY CHILDHOOD (Ages 3-5; incl. K)

Child attends a regular early childhood program (50% or more of non-disabled peers)

- | | |
|--|--|
| 10 hours or more/week and receives services
<input type="checkbox"/> In Reg Ed Prog [F]
<input type="checkbox"/> In Other Location [G] | Less than 10 hours/week and receives services
<input type="checkbox"/> In Reg Ed Prog [F]
<input type="checkbox"/> In Other Location [G] |
|--|--|

OR

Child attends a special education program (50% or more of students receive special education services)

- | | |
|---|---|
| YES
<input type="checkbox"/> Special Ed Class [C]
<input type="checkbox"/> Separate School [S]
<input type="checkbox"/> Residential Facility [R] | NO
<input type="checkbox"/> Home [M]
<input type="checkbox"/> Itinerant/Service Provider Location |
|---|---|

SCHOOL AGE (Ages 6-21):

- ☐ Regular School Setting [V]
- ☐ Public Separate School [S]
- ☐ Homebound/Hospitalized [H]
- ☐ Correctional Facility (YIC) [Y]
- ☐ Parentally Placed in Private School [I]
- ☐ Home School [Z]
- ☐ Private Residential Facility [T]
- ☐ Private Separate School [U]
- ☐ Public Residential [R]

EXIT DATE: **NEW CHANGES:** (To exit from existing services; either for changes or to discontinue services completely, the exit date is the day AFTER the last day the student receives the services listed on THIS SCRAM. The new SCRAM entry date will be the same as the exit date.)

EXIT CODES (Reason for exit/change of services):

- | | | |
|--|---|---|
| <input type="checkbox"/> Returned to Regular Placement [A] | <input type="checkbox"/> Died [E] | <input type="checkbox"/> Dropped Out [I] |
| <input type="checkbox"/> Graduated with Diploma [B] | <input type="checkbox"/> Moved, Continued in District [F] | <input type="checkbox"/> Change in Disability [J] |
| <input type="checkbox"/> Graduated with Certificate [C] | <input type="checkbox"/> Moved, Continued outside of District [G] | <input type="checkbox"/> Change in Services and/or Placement and/or New IEP [K] |
| <input type="checkbox"/> Reached Maximum Age [D] | <input type="checkbox"/> Moved, Not Known to be Continued [H] | |

Distribution of Copies (use with Goalview IEPs): White - File IEP Yellow - SCRAM input person @ District Office

This is for reference in calculating the regular percent for the SCRAM.
It does not need to be submitted with the SCRAM document.

IEP SCRAM Services pg2
© July 2011

HEALTH RELATED SERVICES AND/OR SCHOOL-BASED SKILLS DEVELOPMENT SERVICES

The following are definitions for the Health Related Services.
Please remember that you must have documentation that these services are being delivered.

- **Motor Skills Development** designed to enhance a student's fine and gross motor skills including muscle coordination and strength, ambulation, range of motion, grasp and release and oral motor functioning. This service would take place under the supervision of an occupational therapist or a physical therapist.
- **Communication Skills Development** designed to enhance a student's ability to communicate through the development of functional expressive speech or sign language, functional use of adaptive equipment and devices or improved oral-motor functioning. This service would take place under the supervision of a speech-language pathologist.
- **Nursing Services** designed to enhance or maintain a student's health status including such services as medication administration, seizure control, treatment and repositioning to maintain skin integrity, tube feeding, catheterization and weight management. This service would take place under the supervision of a nurse.
- **Personal Services** designed to maintain or develop a student's functional abilities through training in daily living skills (ADL skills) including toileting, hand washing, oral motor, eating and bathing skills.
- **Behavioral Health Services** designed to mitigate behaviors such as aggression, self-abuse, property destruction, severe non-compliance or withdrawal when those behaviors significantly impact a student's ability to benefit from special education.
- **Vision and Hearing Adaptation Services** (necessitated by a student's absence or loss of vision and/or hearing) are specifically designed adaptation training services to develop/enhance a student's functional abilities to assist him/her to benefit from special education. This service would take place under the supervision of a vision and/or hearing specialist.

REGULAR PERCENT

To calculate the percentage of time, divide the number of minutes a student receives special education services outside the general education classroom by the total number of minutes in the school day. Subtract this number from 100% and you will have the percentage of time the special education student spends in the regular classroom. This determines the environment or location in which specialized instruction is received.

Use the following information as a guideline to complete the Regular Percent section on the front of this form.
Please consider each student individually, based upon the setting in which the student receives special education services.

ELEMENTARY SCHOOLS: Traditional Schedule [395 minutes in a day]

% OF TIME IN REGULAR ED	TIME IN REGULAR ED	TIME IN SPECIAL ED
At least 80% of day in regular education [1]	315 min. or more	1-80 min.
40% - 79% of day in regular education [2]	157-314 min.	81-238 min.
Less than 40% of day in regular education [3]	1-156 min.	239 min. or more

ELEMENTARY SCHOOLS (Year-round) and HIGH SCHOOLS (Bingham, Herriman, Riverton): [415 minutes in a day]

% OF TIME IN REGULAR ED	TIME IN REGULAR ED	TIME IN SPECIAL ED
At least 80% of day in regular education [1]	330 min. or more	1-85 min.
40% - 79% of day in regular education [2]	164-329 min.	86-251 min.
Less than 40% of day in regular education [3]	1-163 min.	252 min. or more

MIDDLE SCHOOLS: [420 minutes in a day]

% OF TIME IN REGULAR ED	TIME IN REGULAR ED	TIME IN SPECIAL ED
At least 80% of day in regular education [1]	336 min. or more	1-84 min.
40% - 79% of day in regular education [2]	166-335 min.	85-254 min.
Less than 40% of day in regular education [3]	1-165 min.	255 min. or more

HIGH SCHOOLS (Copper Hills, West Jordan): [405 minutes in a day]

% OF TIME IN REGULAR ED	TIME IN REGULAR ED	TIME IN SPECIAL ED
At least 80% of day in regular education [1]	324 min. or more	1-81 min.
40% - 79% of day in regular education [2]	162-323 min.	79-237 min.
Less than 40% of day in regular education [3]	1-161 min.	238 min. or more

**Jordan School District
Weekly Minutes Calculator
Revised July 2015**

Elementary

School (Grades 1-6)	M-TH Regular Day	Daily Minutes	Fri. Regular Day	Daily Minutes	Total Weekly Minutes
Blackridge	8:30-3:25	415	8:30-1:25	295	1955
Bluffdale	9:00-3:55	415	9:00-1:55	295	1955
Butterfield Cyn	9:00-3:35	395	9:00-1:55	295	1875
Columbia	9:00-3:35	395	9:00-1:55	295	1875
Copper Cyn	8:30-3:05	395	8:30-1:25	295	1875
Daybreak	8:30-3:25	415	8:30-1:25	295	1955
Eastlake	8:30-3:25	415	8:30-1:25	295	1955
Elk Meadows	8:30-3:25	415	8:30-1:25	295	1955
Falcon Ridge	8:30-3:25	415	8:30-1:25	295	1955
Foothills	8:30-3:25	415	8:30-1:25	295	1955
Fox Hollow	8:30-3:25	415	8:30-1:25	295	1955
Hayden Peak	8:20-2:55	395	8:20-1:15	295	1875
Heartland	8:05-2:40	395	8:05-1:00	295	1875
Herriman	9:00-3:35	395	9:00-1:55	295	1875
Jordan Hills	8:30-3:05	395	8:30-1:25	295	1875
Jordan Ridge	8:30-3:25	415	8:30-1:25	295	1955
Majestic	8:45-3:20	395	8:45-1:40	295	1875
Midas Creek	9:00-3:55	415	9:00-1:55	295	1955
Monte Vista	9:00-3:55	415	9:00-1:55	295	1955
Mtn Shadows	8:30-3:05	395	8:30-1:25	295	1875
Oakcrest	9:00-3:35	395	9:00-1:55	295	1875
Oquirrh	8:20-2:55	395	8:20-1:15	295	1875
Riverside	8:30-3:05	395	8:30-1:25	295	1875
Riverton	8:30-3:05	395	8:30-1:25	295	1875
Rosamond	8:45-3:20	395	8:45-1:40	295	1875
Rose Creek	8:30-3:25	415	8:30-1:25	295	1955
Silver Crest	8:30-3:25	415	8:30-1:25	295	1955
South Jordan	8:30-3:25	415	8:30-1:25	295	1955
Southland	8:45-3:20	395	8:45-1:40	295	1875
Terra Linda	9:00-3:35	395	9:00-1:55	295	1875
Welby	9:00-3:55	415	9:00-1:55	295	1955
West Jordan	8:30-3:05	395	8:30-1:25	295	1875
Westland	8:20-2:55	395	8:20-1:15	295	1875
Westvale	8:30-3:05	395	8:30-1:25	295	1875

Middle

School	M-TH Regular Day	Daily Minutes	Fri. Regular Day	Daily Minutes	Total Weekly Minutes
Copper Mountain	7:50-2:50	420	9:50-2:50	300	1980
Elk Ridge	7:50-2:50	420	9:50-2:50	300	1980
Fort Herriman	7:30-2:30	420	9:30-2:30	300	1980
Joel P. Jensen	7:30-2:30	420	9:30-2:30	300	1980
Oquirrh Hills	7:50-2:50	420	9:50-2:50	300	1980
South Hills	8:00-3:00	420	10:00-3:00	300	1980
South Jordan	7:50-2:50	420	9:50-2:50	300	1980
Sunset Ridge	7:50-2:50	420	9:50-2:50	300	1980
West Hills	7:50-2:50	420	9:50-2:50	300	1980
West Jordan	7:50-2:50	420	9:50-2:50	300	1980

8/18/

Jordan School District
Weekly Minutes Calculator
Revised July 2015

[illegible]

Reading the SCRAM Report

READING THE SCRAM REPORT

SCHOOL WHERE STUDENT IS CURRENTLY ENROLLED
Is the correct school listed?

← The school where the student is enrolled must match the school where the services are being provided. If they are different, a new SCRAM will need to be submitted with the change. →

SCHOOL WHERE SERVICES ARE CURRENTLY BEING PROVIDED
Is your school listed?

FIRST DAY SPED/ SCRAM SERVICES ARE PROVIDED FOR CURRENT SCHOOL YEAR- First day of school OR date services began or changed during year.

LAST DAY SPED/ SCRAM SERVICES ARE RECEIVED FOR CURRENT SCHOOL YEAR- Last day of school OR date AFTER services ended or changed during year.

EXIT CODE DETERMINES IF THE STUDENT MOVED, CHANGED SERVICES, RETURNED TO REGULAR PLACEMENT, ETC.

*SERVICE PATTERN CODE
*DISABILITY CODE
*ENVIRONMENT CODE
*REGULAR PERCENT
*WEIGHTED PERCENT
*HEALTH SERVICES

Other ID	Sts	Student Name	Dflt Ent.	E/W Entry	E/W Withdraw	Grd	G	Race	SCRAM School	SCRAM Entry	SCRAM Exit	Exit Code	Svc Pct	Disab Code	Env	Reg Pct
1111111	A	XXXXXXXXXX	412	08/28/12		7	F	C	132	07/25/12			A	OH	V	1
2222222	A	XXXXXXXXXX	412	08/28/12		7	F	P	153	07/25/12			A	HI	V	1
3333333	A	XXXXXXXXXX	412	08/28/12		7	F	C	168	07/25/12			A	CD	V	1
4444444	A	XXXXXXXXXX	412	08/28/12		7	M	C	153	07/25/12			B	SL	V	1
5555555	A	XXXXXXXXXX	412	08/28/12		7	M	C	132	07/25/12			B	SL	V	1
6666666	A	XXXXXXXXXX	412	08/28/12		8	F	H	412	07/25/12			B	HI	V	2
									412	09/29/11	06/30/12		B	HI	V	2
									412	09/13/11	09/28/11	K	B	HI	V	2
									412	08/29/11	09/12/11	K	B	HI	V	2
7777777	A	XXXXXXXXXX	412	8/28/12		8	M	H	412	7/25/12	8/13/12	A	A	SL	V	1

This shows that the student is active at your school.

This is general Skyward information entered by the school secretary. Entry and withdrawal dates from the school, grade, gender and race.

ALL SCRAM SERVICES ARE ENTERED WITH AN ENTRY DATE AND EXITED WITH AN EXIT DATE AND CODE. The Entry Date is either the first day of school OR the first day the services listed on the SCRAM were provided. If the services are updated or changed during the year, they must be re-entered with a new entry date on a new SCRAM. These dates will be reflected here throughout the year as services change and IEPs are held.

INFORMATION FROM SCRAM DOCUMENT
A new SCRAM needs to be submitted to change all information found in the sections.

Reading the SCRAM Report (1 of 2)

READING THE SCRAM REPORT- Scram School, Disability and Environment Codes

SCHOOL WHERE STUDENT IS CURRENTLY ENROLLED is the correct school listed?

SCHOOL WHERE SERVICES ARE CURRENTLY BEING PROVIDED is your school listed?

Developmental Delay: Students with a disability code of 50 must be re-classified prior to their 9th birthday and a new SCRAM needs to be submitted.

NEW THIS YEAR: All students who are age 3-5, including those in kindergarten be reported using Early Childhood Environment Codes. Wh student turns 6, you must exit the student from the Early Childhood Environment Code and re-enter the student's School-Age Codes.

New SCRAM documents need to be submitted for all of these students because their SCRAM school does not match their enrolled school.

Other ID	Sta	Student Name	DOB	SW	SW	Grd	G	Race	SCRAM School	SCRAM Entry	SCRAM Exit	Sec ID	Disability Code	Env	Reg	Wgt	HR	Prog	Wgt	Provider
1111111	A	XXXXXXXXXX	412	08/28/12		7	F	C	532	07/25/12			A	OH	V	1	1	yes	R	580 DOI, LYNNE
2222222	A	XXXXXXXXXX	412	08/28/12		7	F	F	153	07/25/12			A	HI	V	1	1	yes	H	30 MITCHELL, SCOTT
3333333	A	XXXXXXXXXX	412	08/28/12		7	F	C	168	07/25/12			A	CD	V	1	1	yes	S	20 RUSSELL, KIM
4444444	A	XXXXXXXXXX	412	08/28/12		7	M	C	153	07/25/12			B	SL	V	1	1	yes	R	20 NORRIS, KRISTIN
5555555	A	XXXXXXXXXX	412	08/28/12		7	M	C	132	07/25/12			B	SL	V	1	1	no	R	60 SAUSAGE, SHELLEY
6666666	A	XXXXXXXXXX	412	08/28/12		8	F	H	412	07/25/12			B	HI	V	2	1	yes	R	30 HALE, JACQUELIN
									412	09/28/11	09/30/12		B	HI	V	2	1	yes	R	314 ZANDER, KIRK
									412	09/13/11	09/28/11	K	B	HI	V	2	1	yes	R	30 Hearing Impaired
									412	09/28/11	09/13/11	K	B	HI	V	2	1	yes	R	48 HOWE, JANET
									412	09/28/11	09/13/11	K	B	HI	V	2	1	yes	R	30 Hearing Impaired
									412	09/28/11	09/13/11	K	B	HI	V	2	1	yes	R	48 HOWE, JANET
7777777	A	XXXXXXXXXX	412	9/28/12		8	M	H	412	7/25/12	8/13/12	A	A	SL	V	1	1	no	R	538 ZANDER, KIRK

READING THE SCRAM REPORT Entry and Exit Dates and Codes

LAST DAY OF SCHOOL YEAR: First day of school OR date services began or changed during year.

LAST DAY OF SCHOOL YEAR: Last day of school OR date services ended or changed during year.

EXIT CODE OR TERMINAL: IF THE STUDENT REMAINS IN SCHOOL, RETURNED TO IN SCHOOL, RESCINDED, ETC.

Other ID	Sta	Student Name	DOB	SW	SW	Grd	G	Race	SCRAM School	SCRAM Entry	SCRAM Exit	Sec ID	Disability Code	Env	Reg	Wgt	HR	Prog	Wgt	Provider
1111111	A	XXXXXXXXXX	412	08/28/12		7	F	C	532	07/25/12			A	OH	V	1	1	yes	R	580 DOI, LYNNE
2222222	A	XXXXXXXXXX	412	08/28/12		7	F	F	153	07/25/12			A	HI	V	1	1	yes	H	30 MITCHELL, SCOTT
3333333	A	XXXXXXXXXX	412	08/28/12		7	F	C	168	07/25/12			A	CD	V	1	1	yes	S	20 RUSSELL, KIM
4444444	A	XXXXXXXXXX	412	08/28/12		7	M	C	153	07/25/12			B	SL	V	1	1	yes	R	20 NORRIS, KRISTIN
5555555	A	XXXXXXXXXX	412	08/28/12		7	M	C	132	07/25/12			B	SL	V	1	1	no	R	60 SAUSAGE, SHELLEY
6666666	A	XXXXXXXXXX	412	08/28/12		8	F	H	412	07/25/12			B	HI	V	2	1	yes	R	30 HALE, JACQUELIN
									412	09/28/11	9/30/12		B	HI	V	2	1	yes	R	314 ZANDER, KIRK
									412	09/13/11	9/28/11	K	B	HI	V	2	1	yes	R	30 Hearing Impaired
									412	09/28/11	9/13/11	K	B	HI	V	2	1	yes	R	48 HOWE, JANET
									412	09/28/11	9/13/11	K	B	HI	V	2	1	yes	R	30 Hearing Impaired
									412	09/28/11	9/13/11	K	B	HI	V	2	1	yes	R	48 HOWE, JANET
7777777	A	XXXXXXXXXX	412	9/28/12		8	M	H	412	7/25/12	8/13/12	A	A	SL	V	1	1	no	R	538 ZANDER, KIRK

This is where the services from last year rolled over to this year. As long as nothing has changed, a new SCRAM does not need to be submitted. If any changes are needed, submit a new SCRAM.

These three entries are from the previous year, including ENTRY and EXIT dates for each time the student's services changed. You will see this on your reports as the year goes on and students change services.

ALL SCRAM SERVICES ARE ENTERED WITH AN ENTRY DATE AND CODE. The entry date is either the first day of school OR the first day the services listed on the SCRAM were provided. If the services are updated or changed during the year, they must be re-entered with a new entry date on a new SCRAM. These dates will be listed on change and IFPs are held.

The entry from 9/28/12-8/30/12 does NOT have an exit code because it was automatically rolled at the end of the year.

The exit date for this student is listed, as well as the exit code. Although a new SCRAM was not needed or submitted, the student will continue to appear for the duration of the school year because services were received at some point during the year. Another exit SCRAM does not need to be submitted if the information listed is correct.

Reading the SCRAM Report (Page 2 of 2)