

Intradistrict Communication

DATE: August 1, 2025

TO: Principals
All Special Educators and Service Providers

FROM: Lisa Robinson, Administrator of Schools
Kim Lloyd, Director of Special Education

SUBJECT: SCRAM for 2025-26 School Year- October 1 Count

Special Education Team Leaders will be receiving a SCRAM report via District Mail of all students who should be receiving services through your school's special education program(s) at the beginning of the 2025-26 school year. Please read this Memo carefully as several items have been modified/updated to include new procedures implemented with our new Embrace program. Once you have read through the memo, use the process you have in place at your school to include all service providers to share the report and make the necessary corrections. It is important to verify every student on the report. Each team member must initial the report confirming they reviewed it.

SCRAM reports with corrections are due no later than **Friday, September 5, 2025.**

Please work together as a team and only return one copy of the report with all corrections for each school.

For the 2025-26 school year our procedure will be to Submit IEP (SCRAM) electronically through Embrace ONLY.

Please be sure to Submit IEP (SCRAM) immediately after holding an IEP meeting or Amendments.

NEW PROCESS FOR CHANGES/CORRECTIONS:

Mark/Add changes and/or corrections ON the SCRAM report, sign it, and return to Jen Warkentine at the District Office. Do not Submit IEP (SCRAM) through Embrace for corrections. Jen will verify the changes on the report and contact you if further action needs to be taken. Preschool/CDC, please refer to Merrie Allen for procedures. If you have any questions. Please contact the Teacher Specialist assigned to your school or Jen Warkentine, jen.warkentine@jordandistrict.org.

Please Submit IEP (SCRAM) through Embrace for any students in the following circumstances:

- (1) Students going from Preschool to Kindergarten- including those seen for speech only at the same location during preschool. They are still scrambled as preschool students at this point and need a change of placement.
An amendment should be made to reflect the change of placement, and the IEP submitted through Embrace for this change
- (2) Kindergarten to 1st grade may require service adjustments due to going from half-day to full-day
Please check the Time Code on the Service and Placement page to make sure it accurately reflects Full Day/Half Day
- (3) ALL 6th to 7th grade students
- (4) ALL 9th to 10th grade students
- (5) Boundary changes within the district or students moving or permitting to a different school then they attended last year
- (6) New schools opening- Newly opening schools need to send a new SCRAM for EVERY student on their caseload
- (7) Students assigned to a different location then their boundary school, and a permit code has been entered for that location
(e.g. self-contained support class students or those on permit)

Use the following to verify the SCRAM printout:

Check mark (✓) in front of the student's name

Put a check mark in front of each student's name, if **ALL** information is correct (the student is currently enrolled and scrambled at your school and receives the same special education/related services and minutes listed on the report). The SCRAM document must match the student's active IEP.

*If the provider/case manager name(s) need to be updated, make the correction by writing it on the printout and update the changes within Embrace as needed before returning the SCRAM report to Jen Warkentine. **Do not resubmit IEP through Embrace.** Jen will contact you if there are any discrepancies with minutes, or providers.

Cross out the student's name

If the student is no longer receiving special education services at your school, the student has moved from your school or services are being discontinued, cross out the student's name and indicate there was a change of placement. If the student was coming from a different school but never showed, note on the report that the student is a no-show.

The SCRAM entry date for all students starting school at the beginning of the year should be the first day of the traditional school year, **August 19, 2025**. This is also the day that resource services should begin. Itinerant services will begin one week after the first day of school. **Regardless of whether student's services include resource or itinerant services only, the SCRAM entry date for the beginning of the year should still be the first day of school.** This includes kindergarten students who start a week later than the other grades. If the correct entry date is not on the SCRAM, we will lose membership days for these students and our funding will be affected.

Please make sure to make sure to complete the assessment addendum by **marking PAA** in the correct assessment, if the student will be taking the DLM/alternative assessment testing. Additionally, please keep in mind that students classified as BD, CD or SLD should not be marked as DLM/alternative assessment testing, as the state does not consider them to have significant cognitive disability. If they do qualify, they will need to be re-classified.

We realize our timeline is VERY tight, but all corrections must be entered in Skyward before the state's Oct. 1 deadline. Please DO NOT print out SCRAM for your entire caseload and send in all of them. Only add or mark on the SCRAM report for those students who have an error or need a change or a correction in services, not those on the report that are already correct. The case manager MUST be updated on Embrace as well.

Please only return the original report with all corrections listed, please do not send in multiple copies of the report.

The Entry Date on new SCRAMS for all students starting the new year should be August 19, 2025.

The deadline for returning SCRAM reports and all corrected information and/or new SCRAM information is listed below:

Friday, September 5, 2025

If you have questions, please contact the Teacher Specialist assigned to your school or Jen Warkentine at (801) 567-8207. Thank you for your conscientious efforts to complete this critical information. Please remember that special education funding is contingent upon the accuracy of this data.