

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
		G S O		D W M O	
		G S O		D W M O	
		G S O		D W M O	
		G S O		D W M O	
RELATED SERVICES:					
		G S O		D W M O	
		G S O		D W M O	
		G S O		D W M O	
TOTAL MINUTES PER WEEK <i>(Do not exceed the total possible minutes in a week.)</i>					
Divide by 5 = AVERAGE MINUTES/DAY <i>(This number determines SCRAM Time Service Pattern Code.)</i>					

<p>SCRAM Resource Disability Code <i>(Classification)</i></p> <p>Autism (AU) Speech/Language Impairment (CD) Deaf/Blindness (DB) Developmental Delay (DD) <i>(ages 3 through 7)</i> 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)</p>	<p>SCRAM Time Service Pattern Code <i>(Average minutes per day)</i></p> <p>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] <small>Self-Cont</small> 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]</p>	<p style="text-align: center;">ENVIRONMENT CODE <i>(Identifies the type of educational setting in which the student receives SpEd/Related services)</i></p> <p>EARLY CHILDHOOD (Ages 3-5; incl. Kdg): Child attends a regular early childhood program (50% or more of non-disabled peers)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: 1px dotted black; padding: 2px;"> 10 hours or more/week and receives services In Reg Ed Prog [F] In Other Location [G] </td> <td style="width: 50%; border: 1px dotted black; padding: 2px;"> Less than 10 hours/week and receives services In Reg Ed Prog [J] In Other Location [K] </td> </tr> </table> <p style="text-align: center;">OR</p> <p>Child attends a special education program (50% or more of students receive special education services)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: 1px dotted black; padding: 2px;"> YES Special Ed Class [C] Separate School [S] Residential Facility [R] </td> <td style="width: 50%; border: 1px dotted black; padding: 2px;"> NO Home [M] Itinerant/Service Provider Location [I] </td> </tr> </table>	10 hours or more/week and receives services In Reg Ed Prog [F] In Other Location [G]	Less than 10 hours/week and receives services In Reg Ed Prog [J] In Other Location [K]	YES Special Ed Class [C] Separate School [S] Residential Facility [R]	NO Home [M] Itinerant/Service Provider Location [I]
10 hours or more/week and receives services In Reg Ed Prog [F] In Other Location [G]	Less than 10 hours/week and receives services In Reg Ed Prog [J] In Other Location [K]					
YES Special Ed Class [C] Separate School [S] Residential Facility [R]	NO Home [M] Itinerant/Service Provider Location [I]					
<p style="text-align: center;">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></p> <p>At least 80% of the day [1] 40% to 79% of the day [2] Less than 40% of the day [3]</p>	<p style="text-align: center;">HEALTH RELATED SERVICES <i>(Mark any/all applicable boxes--see definitions on the back of this sheet)</i></p> <p>Motor Skills Development Communication Skills Development Nursing Services Personal Services Behavioral Health Services Vision/Hearing Adaptation Services N/A</p>	<p>SCHOOL AGE (Ages 6-21):</p> <p>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]</p>				

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):

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

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:[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

KINDERGARTEN / DIAGNOSTIC KINDERGARTEN (Elk Meadows, Herriman, Oquirrh): [160 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]	128 min. or more	1-32 min.
40% - 79% of day in regular education [2]	64-127 min.	33-96 min.
Less than 40% of day in regular education [3]	1-63 min.	97 min. or more