

**LRE Scenarios**

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| See the source image | 70% of outside placements are students who receive autistic support. Of those students, 15 are in grades K-5 and 10 are in grades 7-12. The LEA has one AS classroom that is operated for grades K-5 and those students are all considered full time with very few opportunities for inclusion with peers. What should this LEA consider? |
| See the source image | The LEA’s business manager “calls all the shots” with regard to special education spending rather than the IEP teams making determinations based upon student need. What should this LEA consider? |
| See the source image | No student placed outside of the LEA ever returns. What should this LEA consider? |
| See the source image | Virtually every student with aggressive behavior goes to outside placement. What should this LEA consider? |
| See the source image | Students begin receiving special education in elementary in a pull-out situation, receiving different curricula. These students do not receive anything close to the regular education curriculum. As they matriculate throughout the grade levels, students in the elementary pull-out classrooms spend less and less time in general education environments. What should this LEA consider? |
| See the source image | The LEA sends a large number of students to the local IU-run autistic support program. These students do not return to the district. What should this LEA consider? |