

**LPS INCLUSION CADRE GOALS AND EXPECTATIONS**  
Department of Special Education  
Lincoln Public Schools

Student \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Area(s) of disability \_\_\_\_\_

**INITIAL PLANNING**

What are the desired outcomes for the students (achievements, strategies, supports, etc.)?

◆ Focus Student:

◆ Peer Students:

What additional strategies does your team hope to develop?

◆ Classroom Teacher:

◆ Resource Teacher:

◆ Speech-Language Pathologist:

◆ Paraprofessional:

◆ Other School Staff:

The Student's Inclusion Team will meet on \_\_\_\_\_.

Student Inclusion Team Members:

\_\_\_\_\_  
Classroom Teacher

\_\_\_\_\_  
Special Education Teacher

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
SLP

\_\_\_\_\_  
Cadre Teacher

\_\_\_\_\_  
Other

Beginning Date \_\_\_\_\_ Review Date \_\_\_\_\_ End Date \_\_\_\_\_

To address these expected outcomes, the cadre teacher will work with the classroom teacher and special educators to:

**CHOOSE 5**

- develop a communication system for the teaching team: when to meet, how to share information, etc.
- assist in clarifying student strengths and needs
- develop individualized goals relative to classroom curriculum
- apply examples of IEP/matrix planning systems
- develop and implement student's schedule
- identify and use appropriate instructional strategies
- develop and utilize process, product, content or environmental modifications
- address behavioral issues through prevention and intervention strategies
- increase the student's communication skills and strategies
- provide information, support and inservice for staff
- provide information and support for student peers

**IMPLEMENTATION**

◆ Planning weekly agenda:

◆ Developing plans for

■ Para: \_\_\_\_\_

■ Activities: \_\_\_\_\_

■ Making adaptations: \_\_\_\_\_

◆ Communicating with

■ OT/PT: \_\_\_\_\_

■ Specialists: \_\_\_\_\_

■ Home: \_\_\_\_\_

**EVALUATION**

◆ Daily check of implementation of plans: \_\_\_\_\_