

## **An Example from the Field**

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Candice Welch is an assistant principal at Tabb High School. In 2018, her school was recognized by the Virginia Department of Education (VDOE) for having a math co-teaching team selected to participate in the Inclusive Practices Partnership Project. The work that the Algebra I/Geometry co-teaching team accomplished is featured on the VDOE website under [Inclusive Practices](#). Read below to learn how Candice supports inclusive practices and the Profile of a Virginia Graduate within her building.

### **How do you distribute special education teacher caseloads?**

We attempt to balance the caseloads as evenly as possible, so that each Special Education teacher has a manageable number. We also keep the students with their same case manager for the duration of their high school experience so that we can gauge the breadth of services and complexity of each individual student's IEP when distributing new students throughout the year.

### **What planning steps do you follow to maintain a manageable proportion of students with and without disabilities in inclusive classes?**

We create a matrix over the summer and review each student's need in terms of placement in a general education or co-taught setting. We then make the determination of how many co-taught classes we will need in each content area based on the results of this matrix. For example, this has allowed us to have three co-taught English 11 courses this year whereas we only needed two co-taught English 11 classes last year. We recognize that the master schedule must be fluid so that decisions are made based off of the current needs of the students.

**Describe other creative ways you collaborate with teachers to ensure students with disabilities are prepared for post-secondary success.**

There is a significant focus on transition, which actually starts well before high school, at both the elementary and middle school levels. It is important for students to be registered in the most appropriate courses and Academic Lab supports (as needed) in order to support their goals and aspirations for post-secondary. Our case managers administer the O-net for all students with disabilities to determine preferences they have for job ambitions and this information is updated in the IEP's annually. Transition goals are also developed and updated regularly so that students are exposed to programs such as New Horizons (trade opportunities), college readiness, and workplace readiness skills.

**Is there anything else you do to support the Profile of a Virginia Graduate that you'd like to mention?**

At THS, we maintain an intentional focus on the 5 C's (collaboration, communication, critical thinking, creativity, and citizenship) and ensure that these skills are imbedded into daily instruction in all courses and in all settings. We have provided staff PD on this, conducted teacher peer observations, as well as highlighted exceptional examples of 5C instruction to help model the way for our staff.

**What motivates you to have high expectations for students with disabilities in the area of academics and functional skills?**

When you have high expectations for ALL students, they tend to impress you and rise to the occasion. This is no different for our students with disabilities.