

Modified/Replacement Courses for High School

Session 1: 10:00- 10:45
Session 2: 11:00- 11:45

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Agenda/Participant Outcomes from this session

- Introductions/ How are you feeling?
- Why are we here/ Current State
- Deciding who is appropriate for modified/replacement courses
- Comparing general education courses to modified/replacement courses
- Grading and Credits
- Next steps for Mehlville SSD curriculum planning

Introductions

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How are you feeling?

Which meme are you today?



Current Status where you are?

- Do you have modified/ replacement classes in your setting?
 - If so, what content areas do you have classes?
- Do you have a process in place to determine who access those classes?
 - What participates in that determination?
- What are barriers for your building?

Deciding who is appropriate for modified/replacement courses

Where we were?

- Previously had classes that covered all core content areas
- Often used as credit recovery for students who failed previous courses
- Students were placed based on teacher recommendation/ “opinion”

Where we are?

- Developed guidance document for teachers to make data driven decisions
- Narrowed classes to areas represented in IEPs only
- Students no longer placed in classes for credit recovery
- Adjust student placement based on initial data

Where we continue to go/Questions we continue to ask?

- Continue to review data to update guidance/place appropriate students
- Would students benefit from modified/replacement classes in Science and SS?

Comparing general education courses to modified/replacement courses

Course Descriptions

English I	English I Foundations
<p>Course Description: English I explores the various genres and themes of American Literature emphasizing reading comprehension and analysis skills. The students will investigate the relationship between society and the individual, and how this relates to the American identity. The student will write regularly while developing argumentative, research and narrative skills. Participation in informal and formal class discussion will be expected daily.</p>	<p>Course Description: This foundations course includes a study of literary genres: Short story, nonfiction, print media, drama, poetry, and the novel. Writing includes development of a variety of sentences and paragraphs. Language study includes vocabulary and grammar study, oral presentations, and development of information literacy. In this support model, the student's IEP goals are addressed in the classroom while following the Mehlville curriculum. Lectures, presentations, assignments, and materials are adapted to create opportunities for student success.</p>

[Mehlville High school Curriculum](#)

Comparing general education courses to modified/replacement courses

Other Factors

English I	English I Foundations
<ul style="list-style-type: none">● 25 Students per class (approx. 10 on Team side)● 10 Course Objectives● Curricularly Driven● Uniform texts● Multi-paragraph/page essays	<ul style="list-style-type: none">● 6-12 students per class● 6 Course Objectives● Guided by Curriculum; supported by IEP goals● Modified texts● Focus on sentence and paragraph structure

Comparing general education courses to modified/replacement courses

Where we continue to go/Questions we continue to ask?

- Starting curriculum rewrite in 25-26
 - Chunking curriculum areas to accomplish this
 - Determining who should be “at the table”
- Increased use of programs and supports

Grading and Credits

Students receive a Mehlville school district credit for class completion

Grading is done in accordance with the IEP

- as with every other students
- adjustments for accommodations (assignment exemption)
- Curriculum modifications-should be noted in the IEP accommodations

Action Plan

- What are some takeaways that you can take back to your building leadership team?
- What supports do you need to begin/continue the conversation?

Questions?

Contact Information
