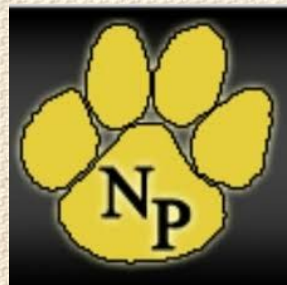


Special Education
Parent Information Evening

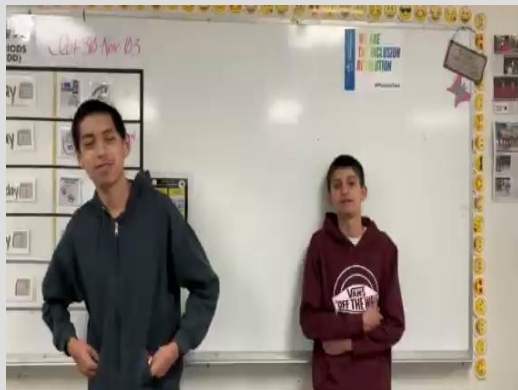
Middle School to High School
transition for students with IEPs



Special Education Leadership Team

- Dr. Shanna Egans, Assistant Superintendent of Student Services
- Dawn Thomas, Director, Special Education - Secondary/Post-Secondary
- Erin Roderick, Director, Special Education- Preschool/Elementary
- Kirsten Walker, Principal on Special Assignment
- Amanda Glover, Coordinator, Special Education
- Shana Grudsky, Coordinator, Special Education
- Dr. Heather Chamberlin, Director, Mental Health & Wellness
- Assistant Principals of Student Support Services:
 - Allison Steltz, Newbury Park High School
 - Michelle Kerrigan, Thousand Oaks High School
 - Steven Barnes, Westlake High School

Meet Our Team



Newbury Park High School

Ms. Allison Steltz (AP-SSS)

Ms. Colette Simpson (Dept Chair)

Westlake High School

Mr. Steven Barnes (AP-SSS)

Mr. Eric Levy (Dept Chair)

Ms. Kathy Tinker (Dept Chair)

Thousand Oaks High School

Ms. Michelle Kerrigan (AP-SSS)

Century Academy

Mr. Sean MacDonald (Assistant Principal)

Mr. Michael Jekogian

Transition in the IEP process

A discussion about transition from middle to high school occurs for all 8th grade students during an IEP meeting.

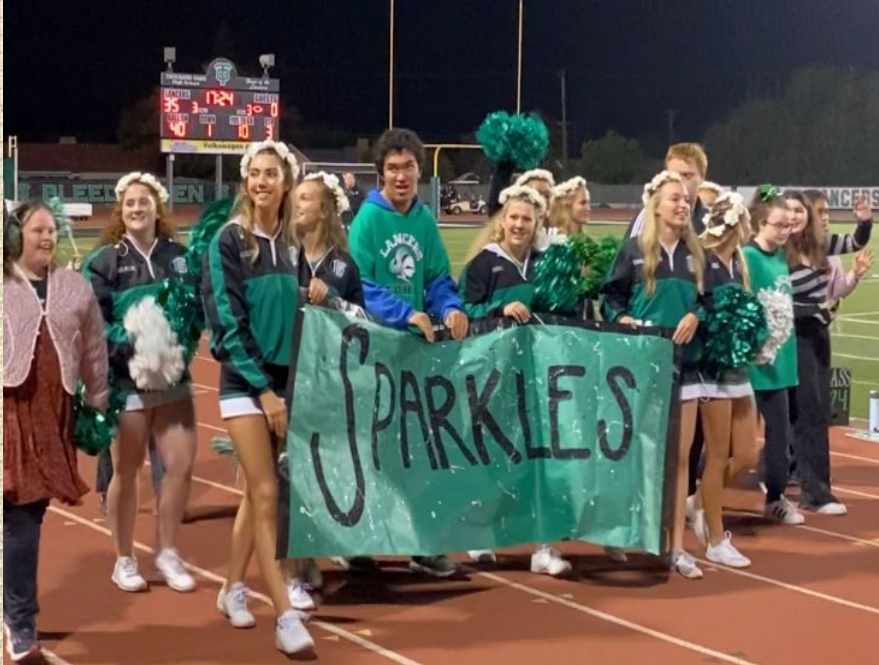
- Through a transition IEP or during a regular IEP meeting
 - “Record of Changes to IEP for Next School Year”
 - Discussion items at this meeting will include:
 - progress
 - needs
 - goals
 - accommodations
 - services

Transition Outcomes

Two possible outcomes may occur

- If your child's services and needs can be met at their neighborhood school, the IEP team will not name a specific high school for your child to attend
- If your child's services and needs cannot be met at their neighborhood school, an IEP team will name a high school for your child to attend.
 - Recommendations made by the IEP team should not preclude any parent from applying for school choice
 - (School Choice Window-November 1, 2023 through January 31, 2024)

Continuum of Special Education Across High Schools



- Related Services (OT, Speech, APE, DIS counseling, ERSES, etc.) are available across all high school settings
- Learning Essential Academic Programs (LEAP) and Social Emotional Support Programs (SES) are available at TOHS, NPBS and WHS

Continuum of Special Education Across High Schools

SAI Classes	NPHS	TOHS	WHS	Century
Directed Studies	x	x	x	x
English	x	x	x	
Math	x	x	x	
Science	x	x	x	
Social Science	x	x	x	

Continuum of Special Education Across High Schools

Co-taught classes	NPHS	TOHS	WHS	Century
Elective	x			
English	x	x	x	
Math	x	x	x	
Science	x		x	
Social Science	x	x	x	
Physical Education	x	x	x	

Ways to be “In the Know”

- Ask Clarifying Questions
- Provide Input
- Let your student’s wishes, goals, and interests be the guide throughout transition processes
 - Invite your student to be engaged in the process
- Research resources (next slide)
- Attend upcoming VCOE SELPA events
 - Fall Transition Fair (Virtual)
 - Spring Transition Fair March 23, 2024 (in person)
 - SELPA Transition To Adult Life Planning
- Go on School Tours
- Attend School Site Information evenings

Ways to be “In the Know”

- [High School Course Pathways](#)
- [High School Course Catalog](#)
- [School Choice Window](#)
 - November 1, 2023-January 31, 2024
- [SELPA Transition to Adult Life Information](#)
 - [Transition checklist](#)
 - [Ventura County SELPA Transition to Adult Life Agencies](#)
- [CDE webpage on what families can do to help their young adult transition to employment](#)

FAQs

Q: When holding a transition IEP meeting, does a representative from the high school level attend the meeting to respond to questions specific to high school?

A: A high school representative may participate in the transition IEP meeting, when possible. However, when a high school representative is unable to participate in the transition IEP meeting, the case manager will be able to address the supports, services, and schedules available for your child upon the transition from middle school to high school.

FAQs

Q: How can I become more informed about the support and services high schools offer prior to my transition IEP meeting?

A: All parents can request to tour a high school by contacting the school site principal/administrator. A school site administrator will conduct the tour and provide information specific to the supports and services the school site offers. We encourage you to participate in available “School Nights” for incoming students; you can participate at your home school event and/or your school of choice.

FAQs

Q: Can I submit a “School Choice” application for my student? What if the IEP team names a school that is different than my school of choice?

A: Yes, all parents have the right to submit a “School Choice” application. If the IEP team names a school that is different than your school of choice that was approved, parents have the right to disagree with the IEP team’s recommendation of services and placement and enroll their child in the approved school of choice. When a difference occurs, we will work with you through the IEP meeting process to resolve the difference.

FAQs

Q: How will the high school case manager know about my student's individual needs?

A: Your student's current case manager will meet with the special education department chair from the high school to review your student's IEP after the transition IEP meeting. The case manager will share information on current levels of performance, services, learning styles, strategies, preferences, etc.

FAQs

Q: Will my student receive transportation to their high school?

A: Transportation services are offered when your child's services and needs cannot be provided at your home school and subsequently a different school site is named as part of the IEP process. Other transportation options would be discussed through the IEP process. Please know, students who go to parent-selected school choice sites are not necessarily entitled to special education transportation services.

FAQs

Q: Can we reach out to parents who have gone through the Transition process to ask questions?

A: Every school site has a SEDAC representative that may assist with responding to questions or connect you with a parent that has gone through the transition process. Please contact your school site principal to request information about the school's SEDAC representative.

Q: How can I get information about accommodations available to my student during high school summer orientations?

A: Contact your Assistant Principal of Student Support Services after you receive your summer mailer.

FAQs

Q: How can I ensure my student is enrolled in co-taught classes?

A: Co-taught classes are discussed at IEP meetings; if a co-taught class is not required to access free and appropriate public education (FAPE), then speak with the receiving school counselor regarding your class requests.

Q: Who do I speak with about A-G requirements, course selection, including co-taught classes, and academic pathways?

A: Your School Counselor is the best contact for questions related to A-G requirements, co-taught classes, and course selection. Each school site will have future student nights with this information. You can also contact the school for tours and more information. Finally, each high school has an A-G coordinator that you can contact for more information. Course selection sheets will go home with your student in the Spring when high school counselors visit each middle school site.

Q: Where can we find the copy of tonight's presentation and responses of FAQs?

A: A copy of the presentation and FAQs reviewed tonight will be posted on the District's website, under Special Education.



Small Group Q & A

Middle School to High School Transition

Welcome Class of 2028!



Thousand Oaks High School



Assistant Principal of Student Support Services (AP,SSS)

Michelle Kerrigan

mkerrigan@conejousd.org

Special Education Department Co-Chairs

Clay Blakney & Jennifer Jeziorski

cblakney@conejousd.org

jeziorski@conejousd.org



AP,SSS & Dept. Chairs



It is the mission of Thousand Oaks High School to inspire, challenge,
and empower every Lancer, every day.



Mission Statement





Thousand Oaks High School Bell Schedule

Period	Monday (Anchor Day)	Tuesday (Odd Block)	Wednesday (Even Block)	Thursday (Odd Block)	Friday (Even Block)
A Period		7:20 – 8:20	7:20 – 8:20	7:20 – 8:20	7:20 – 8:20
CPT	7:40 – 8:25				
1	8:30 – 9:15	8:30 – 10:10		8:30 – 10:10	
2	9:25 – 10:10		8:30 – 10:10		8:30 – 10:10
Nutrition Break	10:10 – 10:15	10:10 – 10:15	10:10 – 10:15	10:10 – 10:15	10:10 – 10:15
3	10:25 – 11:10	10:25 – 12:00		10:25 – 12:00	
4	11:20 – 12:05		10:25 – 12:00		10:25 – 12:00
Lunch	12:05 – 12:40	12:00 – 12:35	12:00 – 12:35	12:00 – 12:35	12:00 – 12:35
5	12:50 – 1:35	12:45 – 2:20		12:45 – 2:20	
6	1:45 – 2:30		12:45 – 2:20		12:45 – 2:20
7	2:40 – 3:20	2:30 – 3:20	2:30 – 3:20	2:30 – 3:20	2:30 – 3:20

Rally Schedule

CPT	7:40 – 8:25
A	
1	8:30 – 9:05
2	9:15 – 9:50
Break	9:50 – 9:55
3	10:05 – 10:40
4	10:50 – 11:25
Rally	11:35 – 12:25
Lunch	12:25 – 1:00
5	1:10 – 1:45
6	1:55 – 2:30
7	2:40 – 3:15

Minimum Day Schedule

CPT	
A	7:50 – 8:20
1	8:30 – 9:00
2	9:10 – 9:40
Break	9:40 – 9:45
3	9:55 – 10:25
4	10:35 – 11:05
5	11:15 – 11:45
6	11:55 – 12:25
Lunch	12:25 – 1:00
7	1:10 – 1:40



Bell Schedule

- Point of contact for student and parent(s)
- They attend middle school transition IEPs
 - Coordinate the IEP process
- Collaborate with general education staff and service providers
- Assigned with a special education teacher the student will have during their first semester
- Every effort is made to keep the relationship between the student and case manager for all four years of high school



Case Managers



CVUSD HIGH SCHOOL GRADUATION REQUIREMENTS

In order to graduate from a CVUSD high school you must successfully complete the high school curricular requirements of the District.

ALL GRADUATES		
Subject Requirements	Semesters	Credits
English	8	40
Health	1	5
Mathematics	6	30
Physical Education	4	20
Physical Science	2	10
Biology	2	10
World History/Geography	2	10
United States History	2	10
Government and Politics***	1	5
Economic Systems*** ****	1	5
CTE (Career Technical Education), Visual/Performing Arts or World Language*	2	10
Electives **		75
Total Required Credits		230
* All 10 credits must be in the same category (CTE, Fine Arts, or World Language)		
** Thirty (30) credits of the elective requirements must include courses offered in the following subject areas: visual/performing arts, foreign language, science, mathematics, social science, industrial arts, business, or consumer/family studies.		
***Newbury Park High School students that successfully complete the two year IB History of the America sequence satisfy both of these requirements.		
****Thousand Oaks High School students that successfully complete both semesters of Virtual Enterprise satisfy the graduation requirement for Economic Systems.		



Graduation Requirements

Diploma Track

- 230 credits total required for graduation (*40 credits outside of CVUSD*)
- 40 English credits
- 30 Math credits
- 30 Social Science credits
- 20 Science credits
- 20 P.E. credits
- 10 Visual/Performing Arts and/or World Language
- 5 Health credits
- 75 elective credits

Certificate of Completion (COC)

- Complete course of study as described in IEP
- Met all goals as noted in IEP and attendance requirements
- Student can attend community college



Diploma & COC



Consultation

Students can receive consultation/collaboration time with a case manager

Co-taught Classes

Students receive SAI instruction in the general education setting
Taught by a special education teacher and a general education teacher
Larger class with both general education and special education teachers

SAI & Specialized Programs

Special education teacher & smaller class size



Continuum of Services



Learning Essentials Academic Program (LEAP)

- Two self-contained classrooms for students with significant learning, adaptive, and language needs
- Certificate of completion
- “Unique” alternative/modified curriculum, aligned with common core standards, incorporates academic skills, communication skills, life skills, and vocational education
- Enriched with Community Based Instruction (CBI)

Social Emotional Support Program (SES)

- Provides support for students with internalizing or externalizing behaviors and/or with a higher level of social-emotional needs.
- Additional support includes a paraeducator in the classroom and intensive school-based therapist on-site (ISBT)



Specialized Programs



Specialized Academic Instruction (SAI)

- Special education services for students with mild to moderate and moderate to severe disabilities
- Follow general education standards and curriculum
- SAI .1 classes meet CSU/UC A-G Requirements
- Accommodated instruction in English (Grades 9-12), Math (1a.1/1b.1 & Math for Personal Finance), Science (Biology .1 & Earth Science .1), Social Science (World History .1, U.S. History .1, Gov't .1/Econ .1, & Health .1), Adaptive P.E., and Directed Studies



Academics



English	Math	Science	Health	P.E.
English 9 CP, Honors or 9.1	Algebra 1 CP, Honors, 1A.1 or 1A	Biology CP, Honors or .1	Health CP or .1	P.E. 9
Co-taught (depending on enrollment)	Co-taught (depending on enrollment)	Co-taught (depending on enrollment)	Co-taught (depending on enrollment)	Co-taught (depending on enrollment)
ELD Integrated Literacy	Prereq: Geometry & Algebra 2 (CP & Honors)	SDAIE Science		Sport, independent study P.E., dance, color guard or marching band
Essential (LEAP)	Essential (LEAP)	Essential Science		Adapted P.E.



9th Grade Academics



Designated Instructional Services (DIS)

- Assistive Technology
- Occupational Therapy
- Social/Emotional / Behavioral Counseling
- Social Skills
- Speech/Language
- Others as recommended by the IEP team



IEP Services



Supports and Services

- In high school, each student with an IEP receives transition assistance.
- IEP requirement when student is 16 years old.
- This is accomplished through age appropriate goals, career education, college exploration, and workshops.
- 9th grade goals focus on: Self-Awareness
- 10th grade goals focus on: College/Career Awareness
- 11th grade goals focus on: College/Career Preparation
- 12th grade goals focus on: Work Experience



Transition





Special Programs at TOHS



Michelle Kerrigan

mkerrigan@conejousd.org

Clay Blakney

cblakney@conejousd.org

Jennifer Jeziorski

jeziorski@conejousd.org

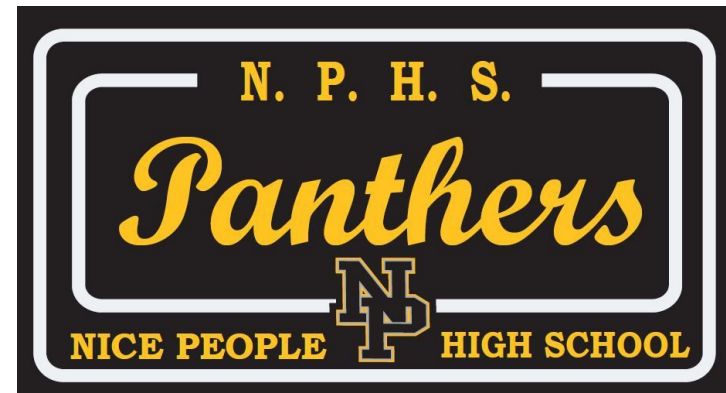


Questions?



Newbury Park High School

**Welcome Class
of 2028!**



We are PANTHERS!
We are better TOGETHER!

Bell Schedule

Regular Day Bell Schedule (Mon - Wed)				CPT Day Bell Schedule (Thurs and Fri)			
Period	Start Time	End Time	Minutes	Period	Start Time	End Time	Minutes
Per 0	7:30 AM	8:20 AM	50	Per 0	7:30 AM	8:20 AM	50
Passing	8:20 AM	8:30 AM	10	Passing	8:20 AM	8:30 AM	10
Period 1 (or 2)	8:30 AM	10:10 AM	100	Period 1 or 2	8:30 AM	9:55 AM	85
<i>BREAK</i>	10:10 AM	10:15 AM	5	<i>BREAK</i>	9:55 AM	10:00 AM	5
<i>Passing</i>	10:15 AM	10:25 AM	10	<i>Passing</i>	10:00 AM	10:10 AM	10
Period 3 (or 4)	10:25 AM	12:05 PM	100	Period 3 or 4	10:10 AM	11:35 AM	85
LUNCH	12:05 PM	12:35 PM	30	LUNCH	11:35 AM	12:05 PM	30
<i>Passing</i>	12:35 PM	12:45 PM	10	<i>Passing</i>	12:05 PM	12:15 PM	10
Period 5 (or 6)	12:45 PM	2:25 PM	100	Period 5 or 6	12:15 PM	1:40 PM	85
<i>Passing</i>	2:25 PM	2:35 PM	10	CPT	1:45 PM	2:30 PM	
Period 7	2:35 PM	3:30 PM	55	<i>Passing</i>	2:30 PM	2:40 PM	10
				Period 7	2:40 PM	3:30 PM	50

Teachers & Service Providers

Colette Simpson,
Department Chair

Clark Smith

Jack Hagen

Coreen Pefley

Lora Harney

Anne Alvarez

Lori Von Kronemann

Whitney Beck

Maria Ponce

Emily Hare

Vanessa Rosiles

Kari Slattum

Jeanette Zollinger

School Psychologists

Emily Stewart

Shannon Higgoda

Speech Pathologists

Martha Vaughn

Gina Curbaugh

Robin Habif-Rieger

Adaptive PE

Sammi Stewart

Clinicians (DIS & ERSES)

Sarah Hafer

Kelsey Reed Houck

Eszter Zubovics

Michelle Serrano

Tara Darling

Andrea Perales

Case Managers

- The NPHS Special Education Department Chairperson determines case manager assignments
- Input from the middle school IEP team is taken into account to ensure a productive relationship with the Case Manager and student.
- We try to pair a student up with a teacher that they will have during the school year to establish consistent contact time
- Case Managers introduce themselves to the student within the first 2 weeks of school
- Case Managers will also send out introduction letters to parents within the first few weeks of school
- Case Managers are the point of contact for student and parent



Continuum of Services

Consultation

Students can receive consultation/collaboration time with the case manager

Co-taught Classes

One special education teacher and one general education teacher

Larger class with both special education and general education students

A-G approved

Considered SAI class

SDC Classes & Specialized Programs

One special education teacher

Smaller class size

Some are A-G approved

Specialized Programs Include:
LEAP
Social Emotional

Specialized Programs based on the IEP

LEAP

- Program that provides support for students with significant learning, adaptive, and language needs
- Highly structured with visual and language supports that are integrated throughout the day
- Low teacher to student ratio of approximately one teacher to 12 students
- Program uses an alternative/modified curriculum, “Unique”, that is aligned with common core standards
- “Unique” incorporates a combination of essential academic skills, communication skills, life skills, and vocational education
- Community Based Instruction (CBI) is incorporated throughout the week which includes job tours, job training, recreational opportunities with peers, exploration of community resources, use of public transportation and vocational and life skills

Specialized Programs based on the IEP

Social Emotional Specialized Program

- Program that provides support for students with internalizing or externalizing behaviors and/or with a higher level of social-emotional needs.
- Low teacher to student ratio of approximately one teacher to 12 students
- Additional adult support includes one paraeducator in the classroom and intensive school-based therapists on-site (ISBT's)
- Students utilize the common core curriculum which is accommodated to meet their individual needs
- Staff utilize strategies with students to support their social-emotional needs, such as, but not limited to:
 - High reinforcement frequency
 - Point systems designed to teach the student about their behavior and learn to self-monitor
 - Individual daily check-ins
 - Positive behavior-based supports and interventions

Graduation Requirements

CVUSD

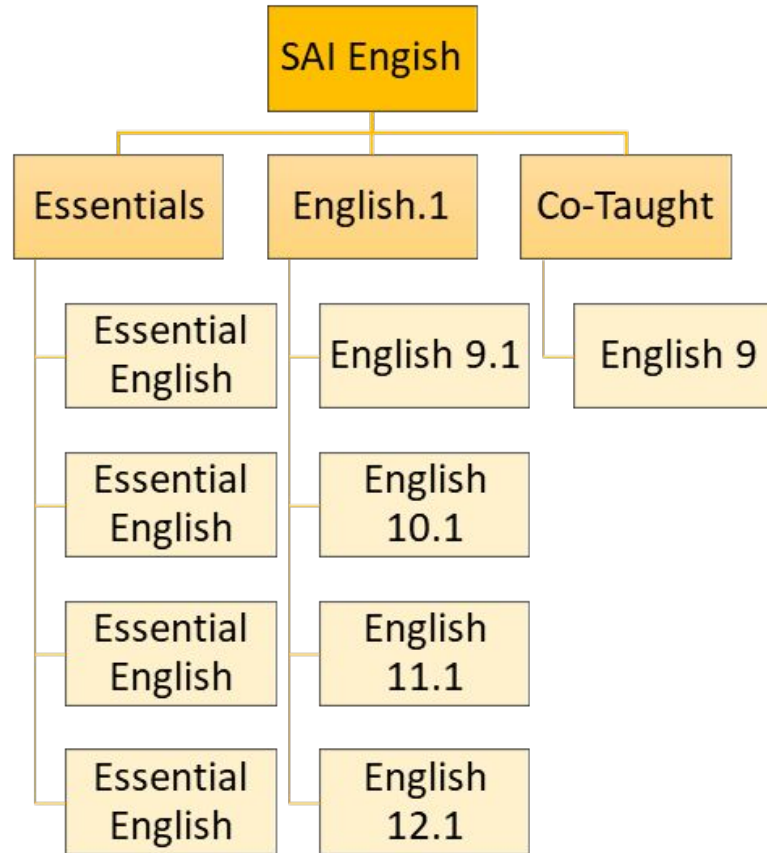
HIGH SCHOOL GRADUATION REQUIREMENTS

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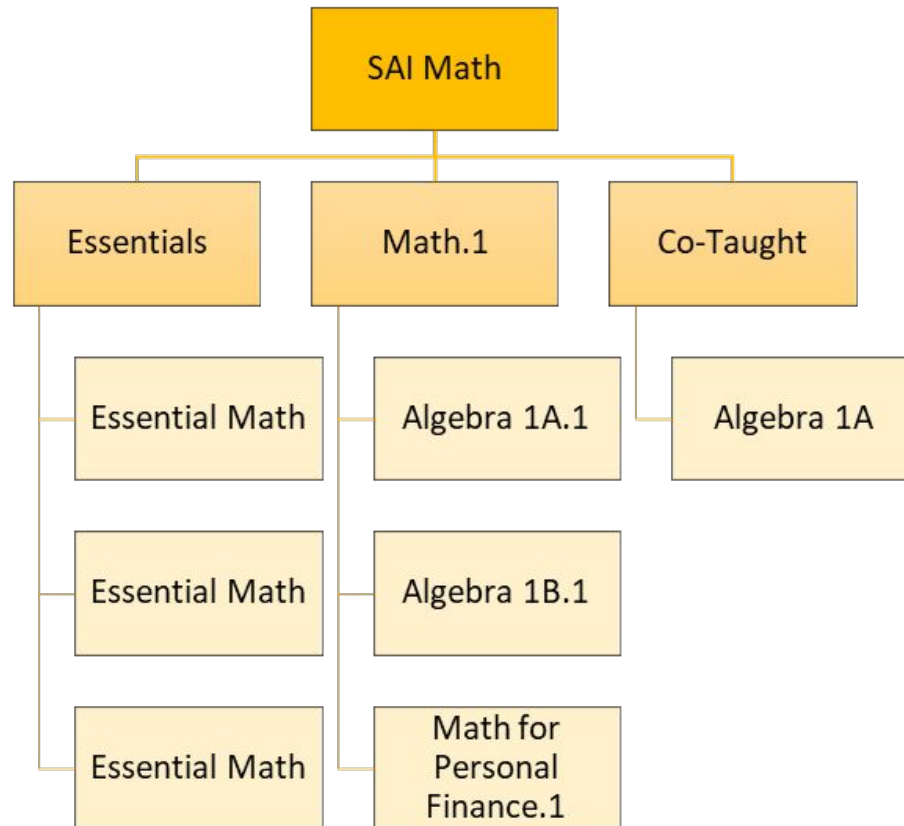
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United States History	2	10
Government and Politics***	1	5
Economic Systems*** ****	1	5
CTE (Career Technical Education), Visual/Performing Arts or World Language*	2	10
Electives **		75
Total Required Credits		230
* All 10 credits must be in the same category (CTE, Fine Arts, or World Language)		
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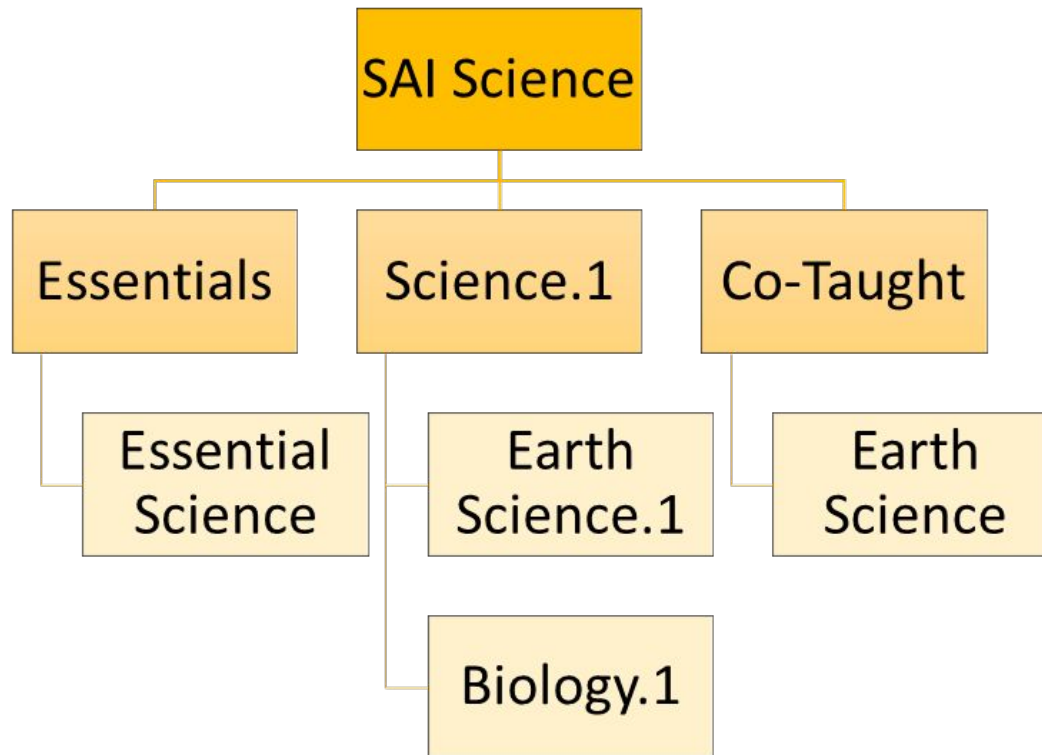
SAI English



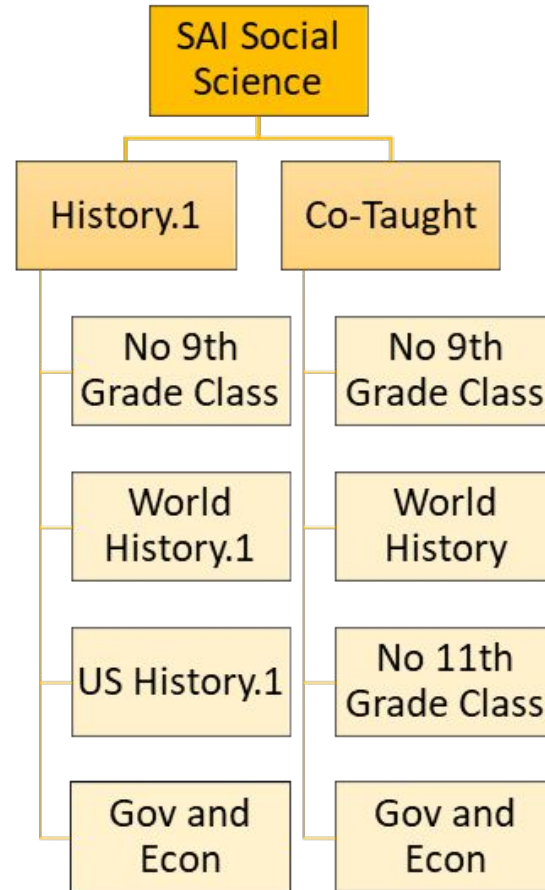
SAI Math



SAI Science



SAI Social Science



9th Grade Academics-PE

- PE 9
- Unified PE (Specialized Academic Instruction/IEP team decision)
- High school sport
- Dance
- Color Guard
- Marching Band



9th Grade Academics- Electives

- Directed Studies (Specialized Academic Instruction/IEP team decision)
 - Only for students with IEPs
 - Taught by a Special Education teacher in a small instructional environment
 - Curriculum focuses on organizational skills, developing independent learning skills/academic success strategies, and college and career readiness skills.
- Co-Taught Theater




Transition Supports & Services

- IEP requirement when student is 16 years old.
- Each student with an IEP receives transition assistance.
- This is accomplished through age appropriate goals, career education, college exploration, and workshops.
 - 9th grade goals focus on : Self-Awareness
 - 10th grade goals focus on: College/Career Awareness
 - 11th grade goals focus on: College/Career Preparation
 - 12th grade goals focus on: Work Experience

Special Programs at NPHS

- CTE Pathways

- Broadcasting
- Stagecraft and Production
- Video Production
- Sports Medicine
- DATA Academy
- Woodworking and Cabinet Design
- Culinary Arts
- Entrepreneurship and Business
- Emergency Medical Responder



The infographic displays ten CTE pathways at Newbury Park High School, each with a description and a list of courses. The pathways are: Arts, Media & Entertainment; Building & Construction Trades; Health, Science & Medical Technology; Information & Computer Technologies; Hospitality, Tourism & Recreation; Marketing, Sales & Service; and Public Service. Each pathway includes a brief description of the field and a list of specific courses offered.

Arts, Media & Entertainment
Those with a passion for storytelling, videography, technical theatre, production or performing can tap into their talents in the arts, media and entertainment industry.
Pathway: **Broadcasting**
➤ Broadcasting 1
➤ Broadcasting 2
Pathway: **Stagecraft & Production**
➤ Technical Theater CP
➤ Stagecraft ROP
➤ Honors Stage Production ROP
Pathway: **Video Production**
➤ Digital Video Production
➤ Advanced Digital Video Production

Building & Construction Trades
The building and construction trades industry needs people who can utilize their creativity and technical skills to turn their ideas into reality. This pathway prepares students for careers as a finish carpenter, furniture maker, cabinet maker, framer and beyond.
Pathway: **Woodworking & Cabinet Design**
➤ Woodworking Principles
➤ Woodworking Design
➤ Cabinet Design & Construction

Health, Science & Medical Technology
If you're the kind of person who enjoys caring for other people while utilizing your intelligence and hands-on skills, now is the perfect time to check out the Sports Medicine Pathway.
Pathway: **Sports Medicine**
➤ Medical Terminology
➤ Sports Medicine
➤ Sports Medicine 2

Information & Computer Technologies
Are you interested in a school-within-a-school, supportive learning environment? How about field trips, computers and technology? The NPHS DATA Academy brings together a small group of students and teachers who support each other and work together for three years. Focus is on career experience, technology and post-secondary planning.
Pathway: **DATA Academy**
➤ Webpage Design
➤ Computer Programming
➤ AP Computer Science Principles
➤ Geographic Information Systems

Hospitality, Tourism & Recreation
Culinary Arts Pathway students strengthen their passion for cooking, eating and nutrition! This is a hands-on program for students to learn basic and advanced cooking techniques. Students learn about culinary arts and the broader hospitality industry.
Pathway: **Culinary Arts**
➤ Food & Nutrition
➤ Culinary 1
➤ Culinary 2

Marketing, Sales & Service
This business-related sector is designed to equip students with the skills and foundation to create their own businesses and follow their entrepreneurial spirit.
Pathway: **Entrepreneurship & Business**
➤ Intro to Business
➤ Entrepreneurship

Public Service
In the Emergency Response Pathway, students have hands-on learning experiences to learn lifesaving interventions such as CPR. Explore public service careers such as paramedic, firefighter and police officer.
Pathway: **Emergency Medical Responder**
➤ Public Safety Careers
➤ Emergency Medical Responder

Newbury Park High School
805-498-3676 • 456 Reino Road, Newbury Park, CA 91320

NPHS Clubs and Interest Groups



Questions?

asteltz@conejousd.org

csimpson@conejousd.org

THE NEXT STEP

Middle School to High School

Eric Levy & Kathy Tinker

Special Education Dept. Co-Chairs

elevy@conejousd.org – ktinker@conejousd.org

Steve Barnes

Assistant Principal of Student Support Services (APSS)

sbarnes@conejousd.org



Westlake High School



Specialized Academic Instruction (SAI)

- We provide special education services for students with mild to moderate and moderate to severe disabilities.
 - The following services are offered at WHS
 - Learning Essentials Academic Program (LEAP - Moderate to Severely Disabilities)
 - 2 Full classrooms and 2 full time teachers
 - These classes do not follow the general education standards or utilize the general education curriculum
 - This is a self-contained program
 - Students can participate in non-LEAP, SAI, or gen ed classes as dictated by the students IEP
 - This is a period-based program
 - Enriched with Community Based Instruction - CBI

Learning Essentials Academic Program (LEAP)

- Academic focus on ESSENTIAL skills in:
 - Math
 - Science
 - Language Arts
 - Social Science
 - Self-help/Life skills
 - Vocational Education
 - Adaptive PE

SAI.1 LEVEL

- SAI classes
- These classes do follow the general education standards and utilize some of the general education curriculum
 - Our SAI.1 classes meet the CSU/UC A-G Requirements*
- **Accommodated (.1)** instruction in:
 - English Language Arts.1 (Grades 9-12)*
 - Algebra (1a.1/1b.1)*
 - Science (Biology.1 & Earth Science.1 – Grades 9-10)*
 - Social science (World History.1, US History.1, US Government.1/Economics.1 Grades 10-12)*
 - Directed Studies
 - Adaptive PE

DESIGNATED INSTRUCTIONAL SERVICES (DIS)

- SPEECH/LANGUAGE
- OCCUPATIONAL THERAPY
- SOCIAL SKILLS
- SOCIAL/EMOTIONAL/BEHAVIORAL COUNSELING
- Other as recommended by the IEP team

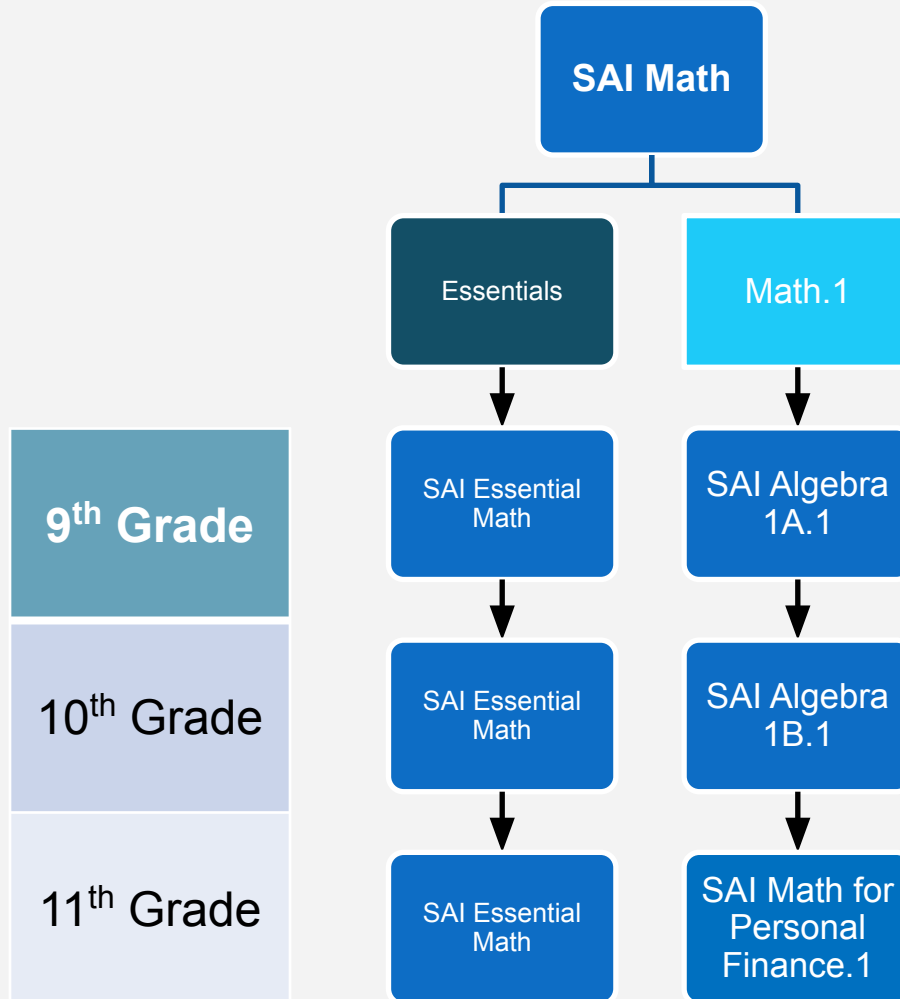
PHYSICAL EDUCATION

- 4 SEMESTERS ARE REQUIRED IN EITHER:
 - GENERAL EDUCATION CLASS/Team Sports/Color Guard/Marching Band
 - ADAPTED PHYSICAL EDUCATION (APE)

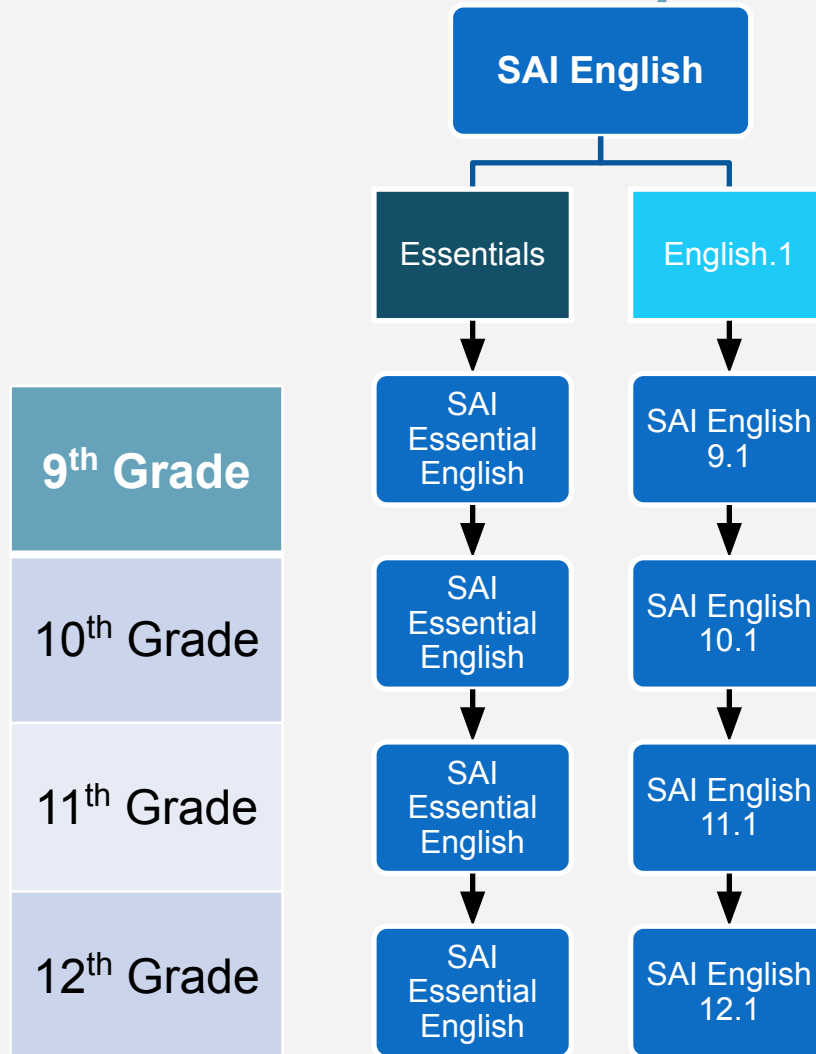
DIPLOMA TRACK

- 40 CREDITS ENGLISH
- 30 CREDITS MATH (including 1 year ALGEBRA)
- 30 CREDITS SOCIAL SCIENCE
- 20 CREDITS SCIENCE
- 20 CREDITS PHYSICAL EDUCATION
- 10 CREDITS Visual/Performing Arts and/or World Language
- 5 CREDITS HEALTH
- 75 CREDITS ELECTIVES
- 230 Credits Total Required for Graduation
 - *40 Credits can be taken on-line**

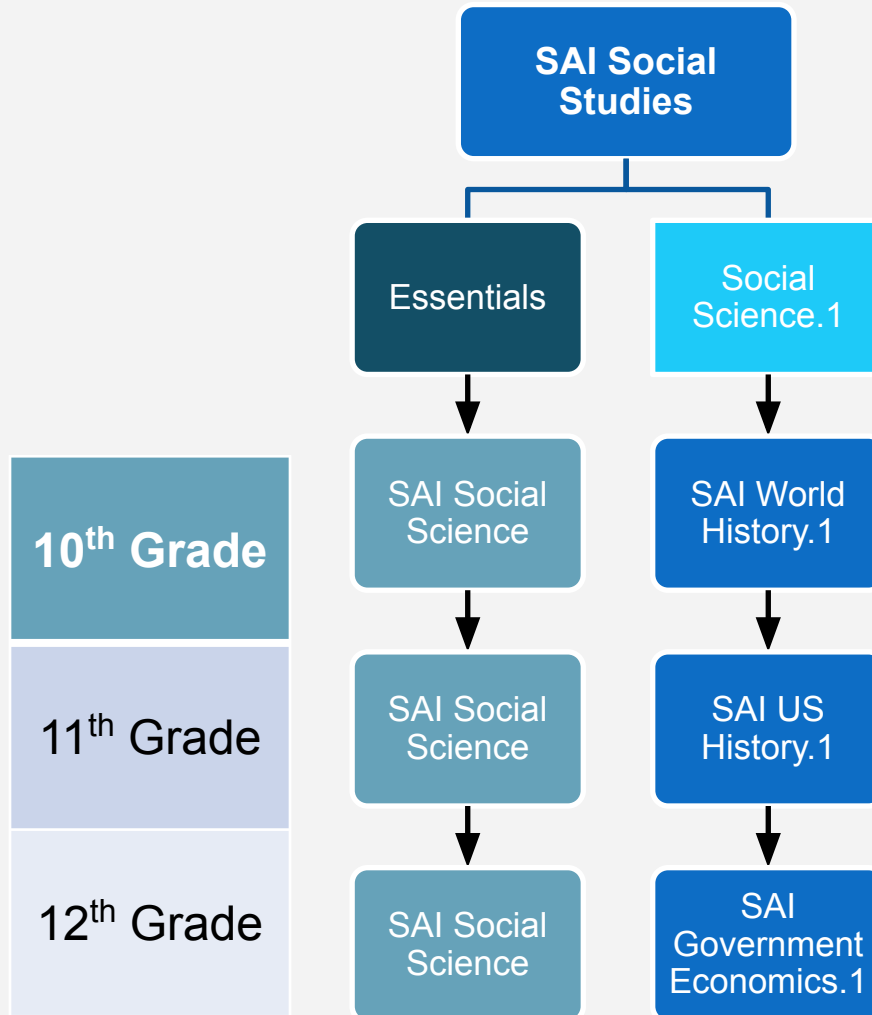
SAI Math



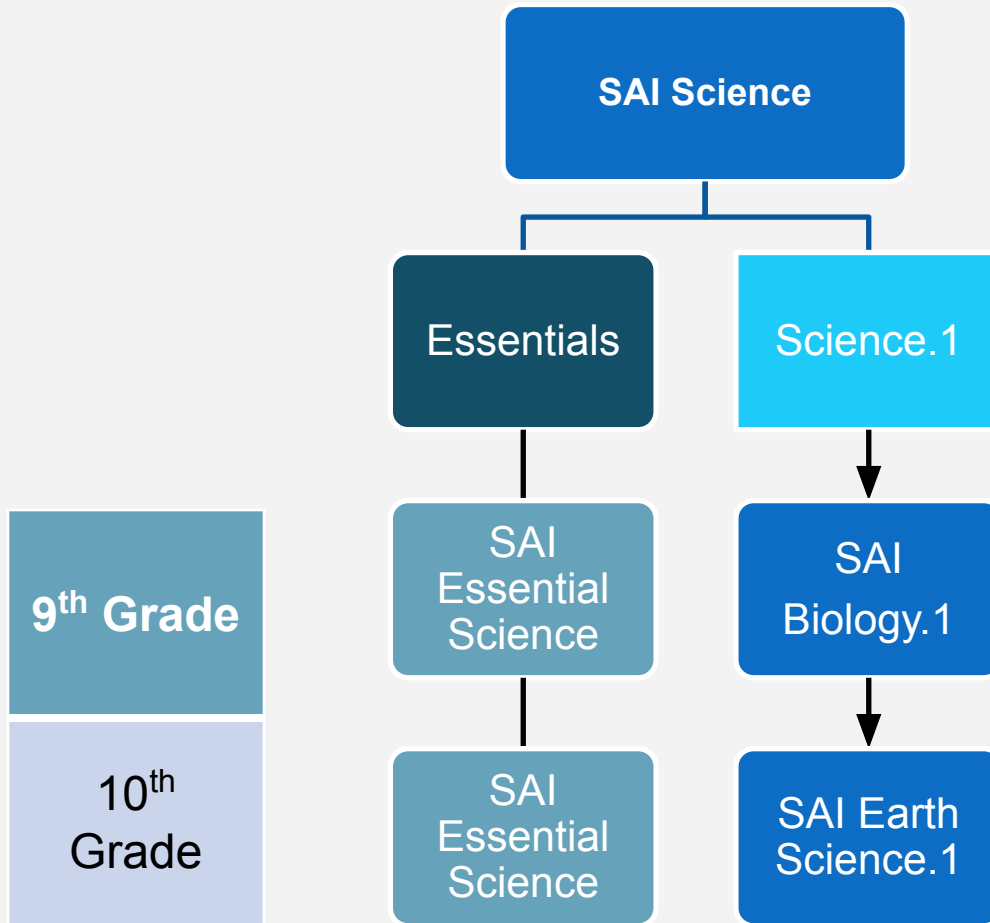
SAI English



SAI Social Studies



SAI Science



Case manager

- Prior to student starting at WHS a Special Education representative will meet with the middle school case manager.
- Will coordinate the IEP process
- Will be your main contact person for issues pertaining to special education on campus
- Will collaborate with general education staff and service providers

Welcome to WHS!





33 Greta Street, Thousand Oaks
805.496.0286

Who we are:

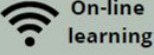
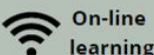

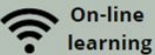

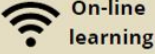

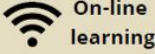


Century Academy is about personalized learning for students, families, and community. Century's fundamental belief in academic rigor, multicultural perspective, and analytical literacy are keys to inspiring a passion for lifelong learning.



Century Academy

Grades 6-12



M	T	W	T	F
 On-line learning math class	 On-line learning	elective class history class	Spanish class  On-line learning	 On-line learning 1-on-1 Advisory
Swim Team 	 On-line learning	Swim Team 	 On-line learning	Swim Team 
	 On-line learning			

Scheduled:

- advisory
- live class time
- computer lab hours

Flexible:

- on-line learning
- tutoring
- study groups
- mental health supports

Blended Schedule



Example of Blended Schedule for 9th grade

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Tutoring Hours	Tutoring Hours	Tutoring Hours	
Special Education Support Time	Special Education Support Time	Special Education Support Time	Special Education Support Time	Special Education Support Time
	Biology Digital Media	English 9 Algebra 1		Advisory
Independent Study Time	Independent Study Time	Independent Study Time	Independent Study Time	Independent Study Time



Special Education Supports

Century Academy is focused on providing the least restrictive environment to all students.

100% of our students engage in general education classrooms.

Special education teachers work with students during class, outside of class time, and during advisory meetings to support their learning.



Designated Instructional Services

- **Speech & Language**
- **Occupational Therapy**
- **Social Skills**
- **Social/Emotional/Behavioral Counseling**



Student Activities:

- Success Seminars
- Weekly advisory consults
- Lunch time activities
- Peer tutoring & study groups
- School wide spirit events
- Weekly wellness groups



Inclusion Opportunities



Dr. Eisenberg, Principal

yreznikovaeisenberg@conejousd.org

Mr. MacDonald, Assistant Principal

smaacdonaId@conejousd.org

Mrs. Kelterer, Counselor

rkelterer@conejousd.org

Mr. Jekogian, Special Education case manager

mjekogian@conejousd.org

Connect with
us for a
personalized
consultation

805.496.0286

