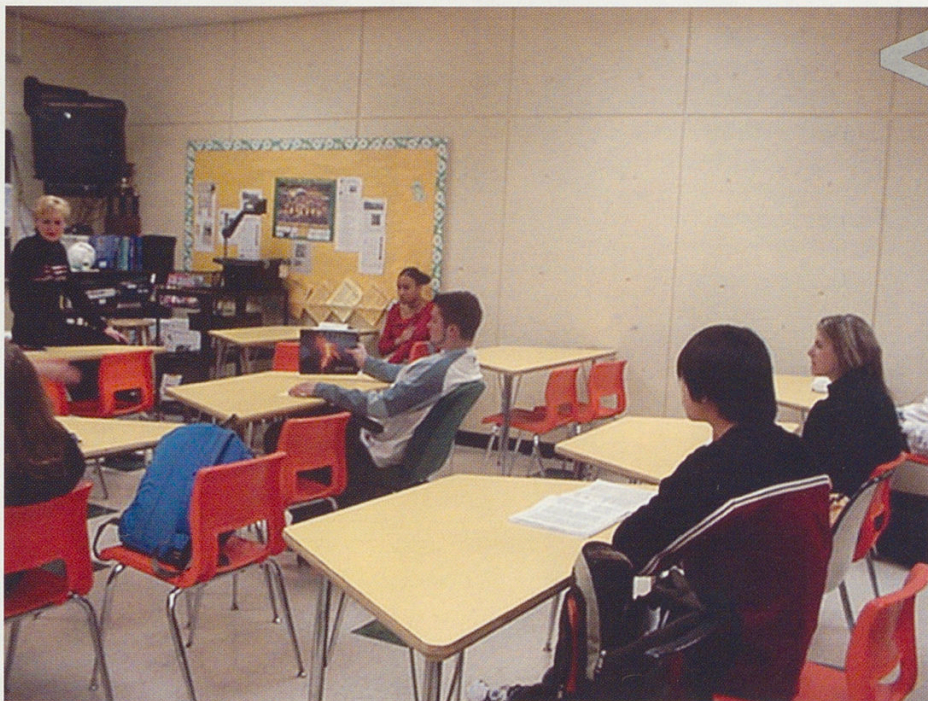




PART OF THE HORTON TRANSITION consists of recreational activities. If the weather is nice enough, students will go outside to play wiffleball or other games. If the class stays inside, students can go to the gym to play with some of the items there, or they can stay in the classroom and play board games.

STUDENTS WORK IN MRS. MARNIE MAY'S READING CLASS designed to help students who have trouble reading English or just need extra help. **Mrs. Candace Fenning**, staff, far left, helps to run the class and gives special attention to students needing further guidance. This class is a very diverse mix of ESL students, IEP students, and others.



In the Community

A PART FROM BEING IN SCHOOL, special needs students taking part in the Horton Transition have the opportunity to participate in different job settings around the community. The Horton Transition was designed for special needs students on individual education plans to get ready for the move out of school.

"Does it make sense for them to be sitting in an English or Math class?" said **Mrs. Jennette Horton**, course instructor. "What does make sense is them learning how to be more independent with life skills and have the opportunity to be supported in vocational settings." As part of this course, the school connects with community-based adult service agencies to help families with special needs students transfer out of school and into the world.

Students also occasionally took field trips out into the area to visit businesses such as grocery stores to practice proper conduct and procedures in these environments. When not venturing outside of school boundaries, students practice skills important for an independent life-style, such as money and time. This is just one of the classes designed to give an equal opportunity education to all.

