



SHERMAN ISD

SPECIAL POPULATIONS

Future-Ready FOCUS Students

Transition Guide for Long-Term Independence and Adult-Life Readiness

Area of Life	By Graduation, We Aim For...
Daily Living	Student completes as many personal care, household, and community tasks as possible (dressing, bathroom, simple meals, basic chores, moving safely in familiar places).
Functional Academics	Student uses reading, writing, and math in real-world ways: signs, menus, labels, money, time, phone numbers, and personal information.
Communication	Student clearly communicates choices, needs, and feelings using their best method (speech, pictures, device, gestures) and can ask for help.
Social & Behavior	Student participates in groups, follows routines, uses self-regulation tools, and responds to feedback with support.
Work & Community	Student shows beginning work skills and participates in school or community jobs or activities at their level with needed support.
Self-Advocacy	Student shares likes, dislikes, and goals, and practices making choices about daily activities and future plans.
Safety & Health	Student practices safety rules, basic health routines, and, when appropriate, begins talking about their health needs with trusted adults.



SHERMAN ISD

SPECIAL POPULATIONS

Important note: Future readiness may look different for every student. Success includes growth in independence, communication, participation, safety, self-determination, and quality of life with the appropriate level of support.

Family-school partnership matters: The strongest postsecondary outcomes happen when teams revisit these priorities often and align instruction, routines, and supports across school, home, and community settings.