



**AMITYVILLE UNION FREE SCHOOL DISTRICT
PUPIL PERSONNEL SERVICES
Quality Indicator Checklist
Transition IEP Checklist
2012-13**

	Quality Indicator-Coordinated Set of Activities
	<ul style="list-style-type: none"> • Coordinated Set of Activities include needed services and activities to facilitate movement from school to post-school activities
	<ul style="list-style-type: none"> • Instruction: The instruction and/or specific courses that the student might need to prepare the student for post-school living; could include specific general and/or special education course instruction, career and technical education.
	<ul style="list-style-type: none"> • Related services are what the student may need as a transition service to support the student in attaining the projected post-school outcomes. If none are necessary, you could write “considered not needed.”
	<ul style="list-style-type: none"> • Community experiences are what a student needs to participate in community based experiences or learn to access community resources (e.g. after school jobs, use of public library, community recreational activities) to achieve projected post-school outcomes.
	<ul style="list-style-type: none"> • Activities of Daily Living (if appropriate) to the needs of the student are the services or activities that will assist the student in activities of daily living (e.g. dressing, hygiene, self-care skills)
	<ul style="list-style-type: none"> • Functional Vocational Assessment is an assessment to determine a student’s strengths, abilities and needs in an actual or simulated work setting or in real work sample experiences. If the student is given a Level I assessment, in this area you write “considered not needed”

Source: *Guide to Quality Individualized Education Program (IEP) Development and Implementation, Revised December 2010*
The University of the State of New York, The State Education Department