

DVR needs information to assist with determining:

- **If the student has a disability**
- **The impact the disability has on their ability work**
- **How their disability impacts them in the following areas: self-care, communication, mobility, self-direction, interpersonal skills, work skills, and work tolerance**
- **Any accommodations the student needs**
- **Student's career interests, skills and experiences**

Teacher Documentation that may address these items: (once a student/family or guardian submit a referral to DVR, a release of information must be signed prior to sharing school records with DVR staff)

- ✓ **Current IEP including PTP**
 - Provide a copy of the student's most current IEP, including: Placement page, Present Level of Academic Achievement and Functional Performance, IEP program summary
 - Current reading, writing, and math levels
 - **Relevant course information and performance (PTP Course of Study)**
 - Information on classes the student has taken related to their interests and employment goal; including grades and/or progress reports.
- ✓ **School Psychological Reports - most current evaluation**
 - Reports or assessments related to the student's disability, limitations, learning style, accommodation needs, etc.
- ✓ **Assistive technology or accommodations reports**
 - Any assessment, teacher reports, etc. that describe rehabilitation or accommodation needs.
 - Include information on any assistive technology (AT) or augmentative communication devices the student uses, in which setting, and purpose. Also include any AT that the student has used that has not worked in the past.
- ✓ **Work Experience/ Volunteer reports or observations**
 - If a student has completed a work experience or volunteer experience information:
 - Location(s), dates, work performed, supports needed, strengths observed
 - Goals and outcomes
 - Soft skills, work skills, interpersonal skills observed
 - Any identified barriers to employment
- ✓ **Vocational Assessment reports**
 - For example: Career Occupational Preference System (COPS), Career Cruising, Life Centered Career Education (LCCE), Career Exploration Inventory (CEI), Transition Planning Inventory (TPI), Enderle-Severson Transition Rating Scale (ESTR-J and ESTR-III)
 - Interest Inventories
- ✓ **Home/Community Experiences**
 - Reports or observations from family or school that pertain to the student's disability, limitations, interests, strengths, interpersonal skills, mobility, etc. while in the community.
- ✓ **Teacher/School Personnel Observations & Other Documentation**
 - Observations/information that would be relevant to DVR's eligibility and the required seven functional areas. This can be shared informally - email, letter, an official report, etc.
- ✓ **Summary of Performance (SoP) if completed or in-progress draft**
- ✓ **Medical reports or outside assessments (Encourage the family to share)**
 - Any reports that diagnose or describe the student's disability or limitations (e.g. mental health records, doctors reports, etc.)