**Alt-Student Educational Equity Development Survey Development**

*Alt-SEED Survey*

**May 6, 2024**

**Access to Learning Resources**

| Stem: ***Please consider the student’s educational experiences as you’ve observed them this year. How available were these resources to help the student access specialized instruction (across home, community, and school contexts)?*** | Not available | Sometimes available | Consistently available | Always available | Not necessary for this student to access learning |
| --- | --- | --- | --- | --- | --- |
| Internet or Wi-Fi connection |  |  |  |  |  |
| General Technology: computer or tablet |  |  |  |  |  |
| Access Technology: augmentative/alternative communication devices, assistive technology |  |  |  |  |  |
| A learning environment that allows for the student to maintain attention |  |  |  |  |  |
| Support to engage in specialized instruction (e.g., Adult, sibling, or peer) |  |  |  |  |  |

**Opportunity to Learn**

| Stem: ***Think about receptive/expressive communication activities you did with the student this year. How often was the student provided with these learning opportunities?*** | Not attempted with this student | Sometimes | Consistently | Always | Student access limited by expressive/  receptive communication skills |
| --- | --- | --- | --- | --- | --- |
| Communicate about daily routine and schedule. |  |  |  |  |  |
| Identifying different types of written communication (i.e., books, magazines, newspapers, or websites). |  |  |  |  |  |
| Communicate about characters, places, or events in a story. |  |  |  |  |  |
| Identify the main idea of a written communication. |  |  |  |  |  |
| Identify concepts of less, more and same. |  |  |  |  |  |
| Identify a number of objects. |  |  |  |  |  |
| Communicate about the current weather outside. |  |  |  |  |  |
| Communicate about the current season. |  |  |  |  |  |

**Independence**

| Stem: ***What level of performance did the student demonstrate in relation to these independence skills?*** | Not introduced | Emerging | Progressing | Sufficient | Not applicable for this student |
| --- | --- | --- | --- | --- | --- |
| Feeding and safe eating |  |  |  |  |  |
| Meal planning and preparation |  |  |  |  |  |
| Personal hygiene |  |  |  |  |  |
| Self-advocacy |  |  |  |  |  |
| Completing instructed class routines (e.g., completing assignments, self-advocacy, pursuing topics of interest) |  |  |  |  |  |
| School and community access (e.g., interpret signs, cross street safely, use public transportation, mobility) |  |  |  |  |  |

**Sense of Belonging**

| Stem: ***How often was the student involved in the following peer and group activities?*** | Not available | Sometimes | Consistently | Often | I did not observe |
| --- | --- | --- | --- | --- | --- |
| Utilizing individual communication to greet peers, staff. |  |  |  |  |  |
| Opportunities to connect with peers and staff outside of class time: virtually or in-person. |  |  |  |  |  |
| Participate in school and/or community-based social activities outside of the school setting. |  |  |  |  |  |
| Student was provided access to educational opportunities (e.g., specially designed instruction, related services). |  |  |  |  |  |

Short answer at end of Survey:

Is there any information you would like to elaborate upon from your responses above, or share in addition to your responses? (responses will not be shared individually with districts, but as a collective to help inform practices and/or resources)