



ELEVATING STUDENT VOICE

Student Educational Equity Development (SEED) Survey



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DEPARTMENT OF
EDUCATION

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Alt-Student Educational Equity Development (SEED) Survey

Access to Learning Resources

Stem: <i>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)?</i>	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: <i>Think about receptive/expressive communication activities you did with the student this year. How often was the student provided with these learning opportunities?</i>	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: <i>What level of performance did the student demonstrate in relation to these independence skills?</i>	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: <i>How often was the student involved in the following peer and group activities?</i>	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)