

Best Practices for Administering the Student Perception Survey

For Schools Serving Students with IEPs in Districts 1–32 and District 75

The Student Perception Survey (SPS) offers students in grades 6–12 an opportunity to share feedback about their classroom experience. For schools that serve students with IEPs, including D75 schools, thoughtful planning, collaboration, and creativity help ensure that every student can participate.

District 75 Teacher Eligibility

- Teachers of students in grades 6–12 who are in a 12:1:1 class *and* take standardized assessments are eligible.
- SETSS, 6:1:1, Push-In, Pull-Out, and AIS teachers may participate if they teach at least 10 students.
- Teachers with students who take alternative assessments do **not** have to participate in the Student Perception Survey.

Student Eligibility

- Students in grades 6–12 who take standardized assessments are eligible to participate.
- This includes students with IEPs in ICT or 12:1:1 classrooms who are NYSAA-eligible or take standardized assessments.
- Students should be taught by the teacher for at least four weeks before survey administration.

District 75 Best Practices

Planning and Scheduling

- Designate one Survey Coordinator to serve as the main contact with the Survey Initiatives Team.
- Assign one site contact at each physical location to receive and distribute materials, coordinate administration, and support staff on site.
- Begin planning early to review class schedules, confirm staffing coverage, and technology needs.
- Schedule survey sessions at times that minimize disruption to instruction.
- Spread administration across multiple days to provide flexibility for students who require additional time or support.

- Ensure adequate staffing so adults who know the students best can assist during survey sessions.

Communication and Engagement

- **Center Student Voice:** Explain to staff and students that the SPS is a way for students to share their perspectives and experiences.
- **Use Accessible Communication Methods:** Adapt the survey process to meet students' communication needs. This may include visual supports (PECS, color-coded symbols), assistive technology, or staff familiar with alternative communication systems.
- **Collaborate Across Roles:** Engage teachers, paraprofessionals, and related service providers (such as speech therapists) to support students during survey administration.
- **Promote Respect:** Reinforce that all student responses should be respected and recorded as given.

Using Results for Growth

- Review SPS results with teachers and staff to identify trends, celebrate successes, and plan professional learning.
- Use insights to strengthen classroom practice and build on student feedback.
- Consider developing internal reflection tools (e.g., brief staff surveys) to explore how SPS findings can guide next steps.

Important Reminders

- The Student Perception Survey is not used for accountability.
 - Response rates and results are not posted publicly.
 - Principals should use discretion to determine which students can meaningfully participate.
 - Teachers who do not meet the minimum student threshold remain on the eligible teacher list.
 - Schools should reference the **SPS Accommodations Guide** for guidance on supporting students during survey administration.
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About This Resource

This resource was developed by the Survey Initiatives Team in collaboration with P.S. X012, Lewis and Clark School, in District 75, whose partnership helped shape the guidance shared here and reflects a shared commitment to ensuring that all students can share their perspectives through the survey process.