

## 2019-20 Student Perception Survey

### Accommodations Guide

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The goal of the 2019-20 Student Perception Survey is to provide teachers with students' feedback about their classroom experiences. Whenever possible, students should complete the survey independently without assistance from proctors or other school staff; however, in some cases, students may require or be eligible to receive proctor assistance while completing the survey. Students with Individualized Education Programs (IEPs), 504 Accommodation Plans, and English Language Learners (ELLs) are eligible to receive supports and accommodations to ensure they can access the same academic and non-instructional materials as their peers. These accommodations, generally used in the classroom and/or on assessments, should also be implemented on the Student Perception Survey to ensure all students have the opportunity to participate. It is critical that schools implement the accommodations specified on students' IEPs, 504 Accommodation Plans, or as permitted by their English proficiency level. Schools should review this [memorandum on testing accommodations](#) to ensure the appropriate accommodations are implemented for students participating in the Student Perception Survey.

Some accommodations may not be provided for the Student Perception Survey in cases where the accommodation compromises students' ability to respond to the survey openly and honestly. Specific examples of accommodations to be provided for survey administration are below. Email [StudentPerceptionSurvey@schools.nyc.gov](mailto:StudentPerceptionSurvey@schools.nyc.gov) if you have further questions.

If you have been asked to assist a student by your Survey Coordinator, please adhere to the following confidentiality guidelines.

- All proctors must review and adhere to the [2019-20 Student Perception Survey Ethics Reference Guide](#).
- To protect student confidentiality, if a student must provide their responses orally, another teacher must proctor the survey for the student.
- For any students who require that survey items be read aloud, proctors must read items in a clear, neutral voice to avoid influencing student responses.
- Proctors must never write a student's name on the survey, even if the proctor is transcribing the student's answers onto the survey response sheet.
- While assisting a student, proctors must avoid any unnecessary verbal and non-verbal communication that could influence student responses.
- Student confidentiality must be strictly protected. Proctors must not share student survey responses, explicitly or implicitly, under any circumstances with anyone, including, but not limited to, school leaders, teachers, other school personnel, parents, or other students.
- Proctors should answer simple, clarifying questions or provide oral translation into the student's home/native language if the translation guides provided in one of the nine DOE supported languages do not provide sufficient support. For students who do not speak one of the nine DOE supported languages, proctors should also provide translation supports and resources (e.g. a bilingual glossary or dictionary, oral translations). However, such assistance must not influence—or appear or attempt to influence—the response of the assisted student, and must not misinterpret, misrepresent, or otherwise distort the content of the survey.
- Students must be provided with enough time to complete the survey. The survey is not a timed activity but should be completed in one sitting to maintain student confidentiality.
- If a student is generally allowed to complete assessments in a separate location, then the practice should be consistent for the Student Perception Survey to the extent practicable.

**Please note:** Results from the Student Perception Survey are not included in *Advance* Overall Ratings.

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