

South Colonie



Continuum of **SERVICES**





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The South Colonie Special Education PTA or SEPTA is a special PTA unit chartered in 2009 to help parents advocate for children with special needs. Special Education provides a free appropriate education in the least restrictive environment for children who require differentiated programs and/or special services beyond what is typically provided by the general education school program. Visit the SEPTA web page for more information at www.southcolonieschools.org/academics/special-education/south-colonie-special-education-pta-septa/

Related Services

LEVEL: ELEMENTARY, MIDDLE, HIGH SCHOOL



***Part 200 of NYSED regulations (200.6) summarizes the continuum of special education services to which districts must have access to appropriately meet the needs of their special education students. All of these services do not have to exist within the district but must be readily accessible to the district should they be necessary to meet the needs of the student.*

Related services means developmental, corrective, and other supportive services recommended to assist students with disabilities. Common related services include but are not limited to the following: speech and language therapy, occupational therapy, physical therapy, teacher of the visually impaired, teacher of the deaf and hard of hearing, skilled nursing, orientation and mobility, and/or psychological counseling services. Related services may be provided as the only special education service or in conjunction with other special education programs and services.

Supports for Students:

- Students may receive one or more related services. These services may be provided in individual and/or group sessions based upon the student's individual needs.
- Student progress will be assessed at regular intervals using various methods of data collection (observation of targeted skill, checklist, rating scales, etc.).

Supports for Staff:

- The related service provider(s) consults with the student's teacher(s) regarding instructional modifications, management needs, program (classroom) and/or testing accommodations relating to the student's disability and its impact on learning.

Supports for Parents/Guardians:

- The related service provider(s) informs parents/guardians of the structure, routine and schedule of the related service at the start of the school year. The provider offers parents suggestions regarding home activities for supporting attainment of Individualized Education Program (IEP) goals and/or objectives. In addition, the provider generates a report of the student's progress towards IEP goals and/or objectives and communicates this to parent(s)/guardian(s).

RELATED SERVICE DESCRIPTIONS:

Assistive Technology Specialist

Service provides consultation with staff and families on the assistive technology needs of students. Assistive technology specialists also provide training and support to the students and teachers. Assistive technology consists of devices and/or services that help students achieve greater independence and enhance their ability to access the curriculum. Examples of assistive technology include communication devices, modified or alternate keyboards, and/or specialized software that allow students with disabilities to use a computer.

Counseling

Services may be provided to an individual student or a group of students using a variety of therapeutic techniques to assist the student in overcoming behavioral and emotional difficulties.

Occupational Therapy

Services provided to students demonstrating functional skill acquisition delays in the areas of fine motor, visual motor, perceptual, sensory processing, muscle strength and coordination, graphomotor, adaptive, and life skills. Through implementation of purposeful and meaningful treatment strategies, occupational therapists assist students in gaining skills to support their active engagement and academic success within the school context.

Orientation and Mobility

Services provided to teach students with visual impairments to travel safely, confidently and independently in their environment.

Physical Therapy

Services provided to students demonstrating functional skill acquisition delays in the areas of gross motor, ambulation, strength and agility, balance and coordination, postural control and proprioception, motor planning, sensory processing, muscle strength and coordination, and life skills. Through implementation of purposeful and meaningful treatment strategies, physical therapists assist students in gaining independence as it relates to navigation and physical performance required within the academic context.

Speech and Language Therapy

Services provided to students demonstrating functional communication delays in the areas of receptive language, expressive language, articulation, swallowing, pragmatics, articulation, and fluency. Students receive individual and/or small group therapy to facilitate their ability to access the educational program.

Skilled Nursing Services

Services provided to students (when appropriate) to address the administration and/or monitoring of medication needed by a student during school hours or for the purpose of providing nursing treatment or procedures triggered by medical conditions such as allergic reactions. Skilled nursing services may also consist of consultation to staff regarding the effects of a student's specific medication.

Teacher of the Blind and Visually Impaired

Service provided to students with significant visual impairment and/or vision loss to assist in acquiring compensatory

strategies, use of technology, and Braille and Nemeth Code instruction. Through both direct instruction and consultation with interdisciplinary team members, the TVI effectively assists students in acquiring academic skills and increasing independence within the academic context.

Teacher of the Deaf and Hard of Hearing

Service provided to students who require educational services due to a hearing loss. The Deaf/Hard of Hearing teacher addresses the unique educational, communication, and social/emotional needs of the student with hearing loss and provides guidance to the student's family and school personnel.



Consultant Teacher Services

LEVEL: ELEMENTARY, MIDDLE, HIGH SCHOOL

Direct CT: Specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to benefit from the general education class instruction.

Indirect CT: Consultation provided by a certified special education teacher to the general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the needs of a student with a disability who attends the general education class.

The CT cannot provide primary instruction to a student with a disability.

Supports for Students:

- Direct Consultant Teacher services provided in the general education classroom deliver Specially Designed Instruction (SDI).

Supports for Staff:

- The special education teacher works with the general education teacher(s), special area teacher(s), and related service provider(s) to identify instructional and/or program accommodations along with strategies for differentiating instruction.
- The special education teacher also provides the general education teacher(s), special area teacher(s), and related service provider(s) with information on the student's disability and its impact on learning and the classroom.



Supports for Parents/Guardians:

- Consultant teacher will communicate with parents/guardians regarding the student's progress within the general education classroom and recommend successful strategies be used at home to support study skills, homework completion, etc. The consultant teacher also gathers information regarding the parent's/guardian's concerns.

When CT is implemented, WHAT will it look like?

- Services are being provided by a certified special education teacher, as per the IEP
- Evidence of communication and collaborative planning with general education teacher is documented
- Special education teacher is providing specially designed instruction to an individual or group of students with disabilities
- Special education teacher is adapting the content, methodology, or delivery of instruction to support successful participation and progress in the general curriculum for students with disabilities
- Explicit instruction is used to teach skills and strategies
- Progress monitoring data are collected and inform decisions about the effectiveness and/or need for adjustment to instruction

Resource Room (5:1)

LEVEL: ELEMENTARY, MIDDLE, HIGH SCHOOL

Resource room means a special education service for a student with a disability programmed in either a special class or regular class who is in need of specialized supplemental instruction in a small group setting for a portion of the school day. Student learning characteristics significantly impact academic achievement based on standardized assessments, Curriculum-Based Measurements (CBM), and Response to Intervention (RtI) data. Students' cognitive skills are generally within the low average to average range. Supplemental instruction is provided in addition to the general education or special education classroom instruction that the student receives. It is not provided in place of the student's regular instruction. Resource room composition and grade level combinations will vary based on student needs. Students receive the majority of their instruction in the regular education setting.

RESOURCE ROOM MAY ADDRESS OR TARGET:

Reading and Language: This program is designed for students performing well below grade level in reading and writing and who may also have a significant language deficit. Direct reading instruction is provided based on evidence-based research. Resource room composition and grade level combinations will vary based on student needs.

Math: This program is designed for students performing well below grade level in math by providing direct and explicit math instruction targeting areas of identified skill deficit. Resource room composition and grade level combinations will vary based on student needs.

Organization and Writing: This program is designed for students who have significant deficits in organizational and writing skills and may also experience delays in language development. The student's academic

achievement is below peers in the areas of spelling and written expression. Students receive direct instruction in organization and study skills. Resource room composition and grade level combinations will vary based on student needs.

Supports for Students:

- Resource Room – minimum of 3 hours/week or in combination with other special education programs such as consultant teacher services
- Related services may be provided in combination with resource room based upon individual student needs.
- Frequent ongoing assessment of progress
- Students have access to a wide variety of assistive technology

Supports for Staff:

- The resource room teacher will consult with the student's general education teacher(s) regarding instructional differentiation, program and/or testing accommodations/modifications relating to the student's disability, and IEP goals and progress. The special education teacher will also seek information regarding the student's performance in the general education class.

Supports for Parents/Guardians:

- The special education teacher and related service provider(s) share classroom information with parents and report on the student's progress towards IEP goals.
- The special education teacher is available to assist parents in developing a structure and routine for the student to complete homework and/or communicate school progress and performance to parents on a regular basis. Communication will include information regarding materials appropriate to the student's abilities.

When Resource Room is implemented, WHAT will it look like?

- Evidence that lesson planning includes specially designed instruction for students with disabilities
- Utilization of content instructional materials to teach skills and learning strategies
- Utilization of explicit instruction to teach skills and strategies
- Provision of specially designed instruction
- Skill and strategy instruction based on IEP goals is taking place
- Opportunities for students to practice skills and strategies being taught are provided
- Method established for regular collaboration and communication with general education teachers to ensure accommodations are used and strategies and skills are generalized.
- Sharing of progress monitoring data with general education teacher
- Evidence of data collection and ongoing monitoring of student performance
- Services are being received as per IEP
- Progress monitoring data are collected and used to inform decisions about the effectiveness and/or need for adjustment to instruction

Integrated Co-Teach

LEVEL: ELEMENTARY, MIDDLE, HIGH SCHOOL

This program is designed for students whose learner characteristics significantly impact their academic progress in identified core areas based on standardized assessments, Curriculum-Based Measurements (CBM), and Response to Intervention (RtI) data. Students' cognitive skills are generally within the low average to average range, and they may exhibit deficits in language development. These students require significant differentiation of the curriculum and Specially Designed Instruction (SDI) to support them in achieving grade level Common Core and New York State learning standards. Students in the integrated co-teaching classroom receive instruction from both a general education and special education teacher who plan, deliver, and evaluate instruction for all students. Both educators are responsible for the implementation of students' IEPs, differentiation of instruction, assessment of student achievement, and utilization of a classroom management plan, when needed. Integrated co-teaching services means students are typically grouped together based on similarity of need for the purpose of receiving specially designed instruction in a general education class, usually daily for the identified class.

Supports for Students:

- The special education teacher provides pre-teaching and re-teaching of general education curricula and program modifications and accommodations.

Supports for Staff:

- The special education teacher communicates with the student's teacher(s) regarding instructional modifications, management needs, and program (classroom) and testing accommodations as they relate to student's individual needs and IEP goals and progress. The special education teacher provides the general education teacher(s), special area teacher(s), and related service provider(s) with information on the student's disability and its impact on learning and the classroom.

Supports for Parents/Guardians:

- The special education teacher is available to assist parents in developing a structure and routine for the student to complete homework and/or communicate school progress and performance to parents on a regular basis.

- The special education teacher and related service provider(s) communicates classroom information to parents and reports on the student's progress towards IEP goals and/or objectives.

When Integrated Co-Teaching is implemented, WHAT will it look like?

- Services are being provided by a certified special education teacher and a general education teacher (highly qualified in the core academic area) as per the IEP
- Both teachers share the responsibility of planning, lesson plan development, delivering primary instruction, and the evaluation of all students
- Explicit instruction is used to teach skills and strategies
- Special education teacher is providing specially designed instruction to an individual or group of students with disabilities
- Special education teacher is adapting the content, methodology, or delivery of instruction to support successful participation and progress in the general curriculum for students with disabilities
- Evidence that both teachers are equally responsible for ALL students in the room
- Evidence that both teachers are aware of the different instructional needs of ALL students
- A variety of co-teaching models are strategically used as observed over a series of subsequent classroom visitations
- Progress monitoring data are collected and used to inform decisions about the effectiveness and/or need for adjustment to instruction

Special Class: Academic Skills Development Classroom (15:1)

LEVEL: ELEMENTARY, MIDDLE, HIGH SCHOOL

The nature or severity of the student's disability is such that even with the use of supplementary aids, the student struggles to meet grade level expectations. This program is designed for students whose learner characteristics impact their academic achievement in all areas based on standardized testing, curriculum-based assessments, and Response to Intervention (RtI). These students typically demonstrate cognitive, language, and academic deficits. They receive their core academic instruction within a special class setting (outside of the general education classroom) where targeted, Specially Designed Instruction (SDI) is delivered at a modified pace and designed to meet the needs of students in a class with a smaller student to teacher ratio. Instruction should be intensive and individualized based on the student's needs.

Students may be foreign language exempt due to individual cognitive, academic and/or language needs. Students may be eligible for the following graduation diplomas or credentials: Regents Diploma, Local Diploma, and/or Career Development and Occupational Studies (CDOS) credential.

Supports for Students:

- Curriculum delivery consists of small-group, targeted instruction based on the Learning Standards, provided at a modified pace with built-in opportunities for repetition and practice of skills. Instruction is intensive and individualized.
- Students participate in general education classes where appropriate.
- Related services are provided as indicated on the student's IEP.

Supports for Staff:

- For students participating in general education classes, the special education teacher works with the general education teacher(s) to identify the Specially Designed Instruction (differentiated instruction, program/testing accommodations, assistive technology).

Supports for Parents and Guardians:

- The special education teacher and related service provider(s) communicates classroom information to parents and reports on the student's progress towards IEP goals.
- The special education teacher is available to assist parents in developing a structure and routine for the student to complete homework.

When the 15:1 Special Class is implemented, WHAT will it look like?

- Scaffolding to access general education curriculum
- Utilization of explicit instruction to teach skills and strategies
- Academic and Language skills are explicitly taught (may be supported by related service providers)
- Progress monitoring data are collected and used to inform decisions about the effectiveness and/or need for adjustment to instruction
- Provision of specially designed instruction
- Classroom routines are explicitly taught, reinforced and consistently implemented
- Support staff is trained on each student's needs and may participate in team meetings (where applicable)

Special Class:

Life Skills Development Classroom (12:1:2) or (12:1:4)

LEVEL: ELEMENTARY, MIDDLE, AND HIGH SCHOOL

This program is designed for students with significant developmental delays who are generally eligible for the New York State Alternate Assessment (NYSAA) and are pursuing a Skills Achievement Commencement Credential (SACC). Learner characteristics for students in this program are characterized by intellectual disability, significant delays in academic functioning, language skills, gross and/or fine motor skills, social skills, and adaptive behavior functioning. Students may also exhibit significant behavior management needs and/or be medically fragile. They receive the majority of their instruction within the special class setting (outside of the general education classroom) and have an alternate curriculum where specialized instruction is designed to meet the similar needs of a group of students.

Supports for Students:

- Special class that provides alternate grade level indicators with emphasis on key concepts and life skills
- Opportunities to participate in general education classes (usually electives) when appropriate
- Psychological Counseling Services and Speech and Language Therapy integrated into the classroom
- Access to a wide variety of assistive technology
- Additional related services are delivered in accordance with individual student needs
- Referrals to Office for People with Developmental Disabilities (OPWDD)
- Referrals to Adult Career and Continuing Education Services - Vocational Rehabilitation (ACCES – VR) (high school students)
- Access to transition support specialist who works with the students and/or classroom team to evaluate and support the student's post high school transition (high school students)
- Job coaching for community-based work experiences for high school students, when appropriate

When the 12:1:2/ 12:1:4 Life Skills Classroom is implemented, WHAT it will look like?

- The curriculum is typically an alternate curriculum designed to balance New York State Standards, functional academics as well as adaptive and daily living skills
- While life skills are an area of focus for grades K-12, at the secondary level, vocational skills become an additional area of focus in order to further support transitional plans for students
- Utilization of explicit instruction to teach skills and strategies
- Academic and Social Language are explicitly taught (may be supported by related service providers)
- Provision of specially designed instruction, including multi-sensory instructional approaches
- The classroom environment may provide physical supports (i.e. picture cues, special lighting, and supportive seating) to support students' physical and sensory needs.
- Progress monitoring data are collected and used to inform decisions about the effectiveness and/or need for adjustment to instruction
- Classroom management system is explicitly taught, reinforced and consistently implemented
- Health and safety guidelines are being followed
- Support staff is trained on each student's needs and may participate in team meetings

Supports for Staff:

- Speech therapist will consult/support the special educator on the student's language needs, strengths, and the carryover of speech and language goals.
- Additional related service consultations are available as needed.
- For students who are able to participate in general education classes, the special education teacher will consult with the general education teacher(s) to identify the modified curriculum and strategies for differentiating instruction.

Supports for Parents and Guardians:

- The special education teacher and related service provider(s) communicate classroom information to parents and report on the student's progress towards IEP goals and objectives.
- The special education teacher is available to assist parents in developing a structure and routine for the student to complete homework and/or communicate school progress and performance to parents on a regular basis.
- Parent trainings will be provided throughout the year to assist parents in understanding their child's disability and strategies for supporting him/her at home and in school.

Special Class: Autism Classroom/ Comprehensive Developmental Skills (CDS) (12:1:2), (9:1:3) or (6:1:2)

LEVEL: ELEMENTARY, MIDDLE, HIGH SCHOOL

This is an intensive multi-age special class program for students whose learning characteristics are consistent with a diagnosis of an Autism Spectrum Disorder that significantly impairs their ability to be successful within the general education setting. Students may have significant needs in terms of expressive, receptive and pragmatic language skills and also present with significant behavioral and social-emotional needs. Students typically demonstrate anxiety related to social situations, transitions, and environmental changes. They may also have sensory, motor and/or adaptive needs. Students receive academic instruction within a highly structured setting which includes a detailed classroom behavior management plan and assistive technology, as appropriate. Students may be New York State Alternate Assessment (NYSAA) eligible and receive the majority of their instruction within the self-contained setting (outside of the general education classroom) where specialized instruction is designed to meet the similar needs of a group of students.

Supports for Students:

- Related services are delivered in accordance with individual student needs and consideration will be given to the integration of these services in the classroom.
- Social/pragmatic skills group facilitated by a speech therapist, special education teacher, and/or social worker
- Students have access to a wide variety of assistive technology.

Supports for Staff:

- An interdisciplinary approach which promotes collaboration between all service providers
- For students who are able to participate in general education classes, the special education teacher will consult with the general education teacher(s) to identify the modified curriculum and strategies for differentiating instruction.

- Consultation and training in Autism Spectrum Disorders
- The social worker and/or behavioral specialist work with the teacher and team members to develop the classroom management plan and/or individual student behavior plans, as needed, to assist students' abilities to transition and to navigate the school environment. These plans will be based on a positive behavioral approach.
- All staff (teachers, paraprofessionals, providers) will be supported in utilizing researched-based instructional methods and data collection techniques to inform classroom practices and structure.
- Additional related service consultations are available including assistive technology.

Supports for Parents / Families:

- The special education teacher and related service provider(s) communicate classroom information to parents and report on the student's progress towards IEP goals and objectives.
- The special education teacher is available to assist parents in developing a structure and routine for the student to complete homework and/or communicate school progress and performance to parents on a regular basis.
- Consultation with a behavior specialist regarding their child's specific behavioral needs
- Parent trainings will be provided throughout the year to assist parents in understanding their child's disability and strategies for supporting him/her at home and in school.

When the 12:1:2, 9:1:3 or 6:1:2 Autism Classroom is implemented, WHAT it will look like?

- The curriculum is typically an alternate curriculum designed to balance New York State Standards, functional academics as well as adaptive and daily living skills
- While functional skills are an area of focus for grades K-12, at the secondary level, vocational skills become

another area of focus in order to further support transitional plans for students

- Utilization of explicit instruction to teach skills and strategies
- Multi-disciplinary team may provide supports and services to meet the motoric, speech and emotional needs of students
- Provision of specially designed instruction, including multi-sensory instructional approaches
- The classroom environment may provide physical supports (i.e., picture cues, special lighting, and supportive seating) to support students' physical and sensory needs.
- Progress monitoring data are collected and used to inform decisions about the effectiveness and/or need for adjustment to instruction
- Classroom management system is explicitly taught, reinforced and consistently implemented
- Health and safety guidelines are being followed
- Support staff is trained on each student's needs and may participate in team meetings
- Parents may be invited to participate in meetings to discuss, learn and/or assist in development of communication, social and/or behavior strategies to assist in student success
- Weekly communication is encouraged with parents in order to communicate the student's general weekly progress
- Access to a variety of assistive technology
- Actively supports linking students/families with community based organizations (e.g., Office for People with Developmental Disabilities/OPWDD)

Special Class: Social Emotional Classroom (12:1:1) or (8:1:1)

12:1:1- Significant Behavior Management

8:1:1- Highly Intensive Behavior Management and Social Emotional Needs

LEVEL: ELEMENTARY, MIDDLE, HIGH SCHOOL

This program is designed for students whose learner characteristics include significant behavior management needs and below average social skills. Students may have a mental health diagnosis which impacts relationships with peers and adults. Students may also have significant difficulties with language skills, self-regulation, transitions, and may need the support of a behavior plan. They require constant and consistent adult direction and support in a structured classroom environment. Students may struggle with attention, impulsivity, hyperactivity, and low frustration tolerance. They may also display long-standing patterns of aggression and acting out behaviors and have not responded to intensive interventions. Behaviors significantly impede their learning and the learning of others. These students receive the majority of their instruction within the special class setting (outside of the general education classroom) where specialized instruction is designed to meet the similar needs of a group of students.

Supports for Students:

- Curriculum delivery consists of small-group, targeted instruction based on the Learning Standards provided at a modified pace with built-in opportunities for repetition and practice of skills. Instruction is intensive and individualized.
- Students may be mainstreamed for core academic instruction based upon individual strengths. Students should be mainstreamed for all electives/specials. Ongoing assessment is conducted to determine readiness for mainstreaming in general education.
- Related services are provided as indicated on the student's IEP.
- Psychological Counseling Services which includes an annual Social Skills Improvement System (SSIS) screening
- Students benefit from frequent presets and changes in activities.

Supports for Staff:

- The special education team will collaborate to assist in the development of the classroom management plan, Functional Behavior Assessment (FBA) (when needed), and development of a formal or informal behavior plan to assist teachers in improving the student's ability to benefit from instruction and navigate the school environment. These plans will be based on a positive behavioral approach.
- Classroom staff will be trained on behavior management strategies.
- The social worker will assist the teacher in implementing positive behavioral strategies in the classroom.
- Behavior Specialist consultation

Supports for Parents and Guardians:

- The special education teacher and related service provider(s) communicate classroom information to parents and report on the student's progress towards IEP goals. The special education teacher is available to assist parents in developing a structure and routine for the student to complete homework and/or communicate school progress and performance to parents on a regular basis.

When the 12:1:1/ 8:1:1 Social Emotional Classroom is implemented, WHAT it will look like?

- Social-emotional and behavioral supports are provided across settings
- Clear classroom routines and individual/ classroom behavior program (ensuring fair and predictable rewards and consequences) are explicitly taught, modeled, reinforced and consistently implemented to reinforce prosocial behaviors
- Multi-disciplinary team provides supports and services to meet the language and social-emotional needs of students
- Staff will work towards helping students generalize prosocial skills across all settings
- Provision of specially designed instruction, including multi-modality instructional approaches

- Integration with general education peers when appropriate
- Classroom and support staff will model appropriate pro-social behaviors
- Program provides an integration of social-emotional instruction and supports (i.e., blended model of psychological counseling sessions as well as classroom consultation)
- The classroom environment may provide physical supports (i.e., flexible classroom spaces, specialized areas for individual students) to support students' physical and sensory needs
- When students demonstrate frustration, staff actively employs deescalation strategies
- Parents may be invited to participate in meetings to discuss, learn and/or assist in development of communication, social and/or behavior strategies to use with the student
- Weekly communication is encouraged with parents in order to communicate the student's general weekly progress
- Progress monitoring data are collected and used to inform decisions about the effectiveness and/or need for adjustment to instruction

Teaching Assistants vs Teacher Aides

NYSED Part 200.6 Regulations

TEACHING ASSISTANT

A teaching assistant, under the general supervision of the special education teacher, can assist in the delivery of special education services but cannot serve in place of a special education teacher. The following description of duties is provided as guidance in determining the appropriate role for teaching assistants:

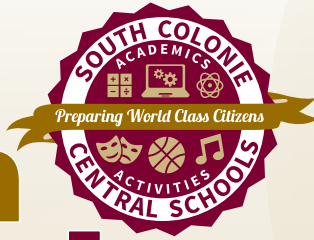
- working with individual students or groups of students on special instructional projects;
- providing the teacher with information about students which will assist the teacher in the development of appropriate learning and behavioral experiences;
- assisting students in the use of available instructional resources and development of instructional materials;
- assisting in the development of instructional materials;
- assisting in providing testing accommodations;
- utilizing their own special skills, and abilities by assisting in instructional programs in such areas as: foreign languages, arts, crafts, music and similar subjects;
- assisting in related instructional work as required; and
- assisting students with specific health related activities as appropriate

TEACHER AIDE

Teacher aides perform non-instructional duties under supervision determined by the local school district in accordance with Civil Service Law. The following description of duties is provided as guidance in determining the appropriate role for teacher aides:

- preparing scripts for recording purposes;
- assisting in physical care tasks and health-related activities as appropriate;
- assisting students with behavioral/management needs;
- assisting in the set-up of laboratory equipment, conduct experiments, and performing limited reviews of student laboratory reports;
- assisting in the technical preparation and production of media programs;
- reading to and playing audio-visual materials for children in lower grades;
- assisting in proctoring and other tasks related to the administration of examinations;
- assisting in the correction of test papers, recording of grades, maintaining of files and preparing statistical reports;
- managing records, materials and equipment; and
- supervising students (e.g., watching students during recess, hall transitions, etc.).

South Colonie



Continuum of **SERVICES**

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