**STAFFING**

Staffing remains a challenge; developing different pathways to recruitment, certification, and retention is necessary

Recruitment for staffing shortage areas

Expanding pathways to partner with universities to fill special education needs

RBT’s training and retention Staffing

Additional SPED teacher for in-district self-contained classroom

Special education administrator to oversee Pre-K legislation

**TRAINING/PD**

Leveraging funds to compensate teachers for capacity building in summer months around key initiatives (e.g. SEL) to offset impact of lack of substitutes

Teachers in SEL, reading, and behavior and provide shoulder-to-shoulder coaching and technical assistance in the short term to implement and use the methodology, curriculum, or resources the staff were trained on

Orton Gillingham and Dyslexia Training

Tutoring and other PD

Instructional Coaching

Learning Continue training on MSR based on CT State/Science or reading Before and after school academic support/tutorial More career driven work assessments for HS students

Additional training for special education paraprofessionals in crisis training

BCBA and RBT training

Professional learning-variety of topics including Literacy

ToT model on-boarding new staff (professional development

In-district programming for autism spectrum support – staff and training

Professional development for staff

Wilson training

Training for paras and teachers Purchase data collection program

**TRANSPORTATION**

Transportation – Wheelchair accessible van

Transportation Wheelchair van hs2 vans transition program (lease) Costs for training drivers

**TRANSITION**

Transition Increase staffing Expand in-house vocational experiences shredder Networking with agencies to assess what work can be done Increase hours for staff for social activities

Supporting transition programming (18–22)

Improve transition opportunities

**MENTAL HEALTH/SEL**

SEL work and training for student’s mental health

Supporting behaviors and mental health

Supporting the well-being of the child (outdoor classrooms, etc.)

Improving Therapeutic Program for K–8 trauma students (by increasing field experiences and therapeutic staffing)

**ESY**

house vocational experiences shredder Networking with agencies to assess what can be done Increase hours for staff for social activities Tech increased training time for paras and teachers Purchase data collection

Expanding ESY

**MATERIALS**

sensory/dramatic materials/equipment for classrooms

Sensory rooms

**COMMUNITY COLLABORATIONS**

Using community-based partnerships to provide mental health support

BCBA’s – Contracting from RESCs

Creating smaller regional connections between towns can be helpful to provide solutions to challenging programming needs with regards to instruction, sites, staffing, transportation, etc.

**ASSESSMENT**

Updating assessment tools

Purchasing online platforms for assessment, etc.

**TECHNOLOGY**

staff technology – upgrading technology

AT/AAC capacity building

Purchase iPads/cases (approx 10) Program-Boom cards, Unique learning system, Learning Ally Additional AT hours (approx. 5/week-parent/student

**MISCELLANEOUS**

Pre-K programming for ASD

Options for extended day or additional tutoring for students in identified areas. (How will this be impacted by the “funding cliff”?) Short and long-term solutions to be considered

Conducting program reviews