



Special Education Advisory Committee

Meeting Notes

Wednesday, November 12, 2025

Presentation: Trauma-Informed Training in PSD by Kelly Glick & Trish Van Horsen

- The Neurosequential Model
 - Neuro-science and research-based principles that explain our brains and bodies, brain development, and how our bodies respond to experiences we go through
 - We have instruments that help us develop interventions, including brain-mapping
 - NME is a model for bringing trauma-informed practices into schools – it is heavily researched and applies to all of us
 - NME is the trauma-informed practice model that we are pushing out throughout the district
 - The problem with a “trauma-only” approach is that it excludes students who do not know or name their trauma and does not include historical or generational trauma impacts.
 - When talking about trauma-informed practices in PSD, we are looking at how to apply basic neuroscience to ourselves and to everyone. If we only talk about people with known trauma, we are missing people with invisible trauma, people without named trauma, people with historical trauma or generational trauma, people with chronic illness, etc. These principles apply to everyone.
 - Brain-based approach rather than trauma-informed approach
- Trauma-Informed Practices Across the Tiers
 - Tier 1 – universal support – all students receive it (ex. PBIS), Tier 2 – targeted support (ex. skill-building groups), Tier 3 – intensive support (individual plan to support a student’s regulation, connection and learning)
 - Implementation of brain-based practices – Tier 1 – 50% of schools have had staff training around universal practices, Tier 2 – Support for regulation spaces in classrooms, interventions and skills in smaller groups, Tier 3 – mapping tool and trauma-informed de-escalation and crisis planning.
- New Collaborations
 - Collaboration between Integrated Services and Student Services
 - Collaboration between specialized service providers (SSPs - counselors, school psychs, social workers, mental health specialists) – collaborating between tiers and levels. Now doing mental health groups on a bi-weekly basis at every school where the SSPs come together and meet about concerns at each site. NME training is open to all of the SSPs.
 - Mental health and GT project (2e) – mental health specialists are coordinating with gifted and talented coordinators

- Tiny moments with a regulated and safe adult really help kids grow and learn skills
- Caregiver/Family Resources
 - Parent Café at Matthews House
 - Parent Summit – February 7th at FCHS
 - TBRI (Trust-Based Relational Interactions) at Jacob Center
- Future Goals
 - Train 100% of schools on basic trauma-informed practices and concepts
 - Support implementation of practices
 - Collaborate on trauma-informed ABA and de-escalation strategies
 - Highlight staff and programs that are leading the way
- Q&A
 - *Are any of the family/caregiver resources offered in other languages?* At the Parent Summit there are interpreters and ILA devices. PSD's Language Culture and Equity department hosts their own parent summits and sometimes the mental health team collaborates with them to reach more families.
 - *What is the plan for getting all schools trained in trauma-informed practices?* So far, trauma-informed practices in PSD has been a grass-roots movement. Would rather have schools invite the trainers in because it resonates with their values and needs. Try to make trainings relevant to teachers to help spread it from the bottom up rather than from the top down. No formal 3-year or 5-year plan. These trainings help teachers meet behavioral health requirements for CDE re-licensure. Momentum is picking up. Staff want the training and are seeing good results. Recognize that schools are in different places with the content – takes time to change views and behaviors.
 - *How are you collaborating with Integrated Services and School Psychologists?* Provided training for school psychs, making sure that an Integrated Services lens is present in trainings. Psychs have been champions of this model.
 - *What does training in the school look like?* Give schools the science principles that go along with the model - may be a part of staff meetings all year long, may be a part of building professional days – model what they want the group to take away, give them one science principle, give them challenges and reflections for the next time, and come in to consult across the tiers.
 - *Is the list of schools who are championing and adapting to this model available?* No. But it doesn't hurt to ask principals if they have had NME training in their schools.
 - *Are external trainings to meet CDE relicensure requirements promoted to teachers?* Not sure, but internal trainings are available. CEA offers some trainings.
 - *Are paras given the opportunity to receive this training?* It depends if paras are included in the staff meetings where the training is taking place. Have done separate trainings at some schools. Also offered on classified training days.
 - *Should someone who has been through this training participate in the development of a Behavior Improvement Plan for a kid with an IEP?* Would be ok for a parent to ask for that or recommend it.
 - *Is there an opportunity to partner with Larimer County because they are frequently doing trainings?* PSD likes to collaborate with community partners!
 - *What are some examples of the practices?* Regulate, Relate, Reason – have to meet the needs of the brain in the order that we process information, so we have to be regulated, we have to relate, and then we are free to do the work of education.

Discussion:

- Small Group Discussion – Members broke into 4 small groups to discuss Trauma-Informed Training in PSD. Groups discussed 1) how PSD can improve our trauma-informed practices, 2) suggestions to ensure trauma-informed practices are sustainable, 3) training or resources that may be helpful for staff, families, or students, and 4) SEAC recommendations to PSD leadership regarding trauma-informed practice.
- Large Group Discussion – The 4 small groups combined to make 2 large groups to condense their thoughts into clear action statements. These action statements will then be provided to the presenters to offer ideas for improvement and actionable next steps for Trauma-Informed Training in PSD. (See attached Action Letter)

SEAC Coordinator Updates (Barb Moreng)

- Feedback Loop – how SEAC feedback will be used in the upcoming ILS Program Evaluation:
 - Parents – add phone response – staff member calls and asks them the questions over the phone
 - Offer respondents the option to receive the survey results and be informed of progress
 - Ask the right questions – define the data points that admin is interested in reviewing and affords the ability to make data-informed decisions
- Important Dates
 - BOE Resolution – 50th Anniversary of IDEA – 11/18/25
 - Parent Group – 11/18/25
 - Parent Learning Community – Dyslexia Workshop for Parents – 11/19/25
- Public Comment
 - None received for this meeting

Director Updates (Jodie Rommel)

- “Growing Our Own Special Education Teachers” Program
 - Collaboration between UNC and PSD
 - Offering scholarships
 - Purpose is to recruit and retain those who are invested
 - Current cohort is 18 people – 12 are paraprofessionals
- Professional Development for Paraprofessionals Overview
 - Training during onboarding process
 - Have para coaches in each feeder zone
 - Paras have learning plans with required courses
 - Classified Academy Days – two times per year
 - Professional Learning Days – paras are welcome to attend classified trainings and will be paid
 - Annual Tuition Reimbursement – up to \$800/year

Next Meeting

- January 21, 2026