**The Consequences of Historical Racism, Segregation, & Trauma**

*Elementary school students in the Twin Cities attend more racially segregated schools than they have in generations.*

- Star Tribune analysis, 2015

*A Black student is six times more likely to end up in the corrections system than in mental health treatment.*

- Intermediate District 287, 2019

*In Minnesota, almost twice as many Black children (58%) experience trauma compared to their White peers (31%).*

- National Survey on Children's Health, 2018

*The over-representation of students of color and American Indian students in special education services continues to serve a form of sanctioned segregation that is excluding students from their fundamental right to an education under Minnesota law.*

- Excluded, Minnesota Education Equity Partnership, 2018

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**Minnesota's History of Racism, Segregation, & Trauma Has Long-Standing Consequences for Students of Color**

Especially those who receive Setting 4 Emotional Behavior Disorder (EBD) Special Education Services

- Exclusion of Students of Color from regular education into segregated special education
- Perpetuation of generational poverty, housing insecurity, and limited access to services, such as health care
- Collectively, systemic barriers have led to fewer academic opportunities, the pipeline to prison, disproportional corrections involvement, trauma exposure, and loss of life/shorter life expectancy
- Disproportionate number of students of color receiving EBD services; these students have significantly fewer academic opportunities and some of the worst outcomes in the nation
- Failure of public education to appropriately educate students, leading to significant academic opportunity gaps (time in class, outcomes, graduation, & post-school success)

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**There is a Solution**
THERE IS A SOLUTION

A NEW PIPELINE

TO REDUCE THE CONSEQUENCES OF HISTORICAL RACISM, SEGREGATION, & TRAUMA

A TRAUMA-SENSITIVE & HEALING-CENTERED PROGRAM THAT EMBEDS INNOVATIVE MENTAL HEALTH SERVICES

FOR STUDENTS WHO RECEIVE SETTING 4 EBD SPECIAL EDUCATION SERVICES

WHAT WORKS?

- Support for Staff Well-being
- Trauma-Sensitive & Healing-Centered Practices/Organization
- High-Quality, Evidence-Based Instruction Designed for Student Needs
- Family & Community Agency Engagement
- An Aligned Funding System

EXPECTED RESULTS

- Increased Educational Achievement, Outcomes, & Results
- Movement Back to Integrated Educational Environments
- Ultimately, Students Who Can Positively Contribute to Our Communities

Intermediate District 287
RESPONSIVE INNOVATIVE SOLUTIONS.