



THE CONSEQUENCES OF HISTORICAL RACISM, SEGREGATION, & TRAUMA

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Elementary school students in the Twin Cities attend more racially segregated schools than they have in generations.
- Star Tribune analysis, 2015

6x

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



THE CONSEQUENCES

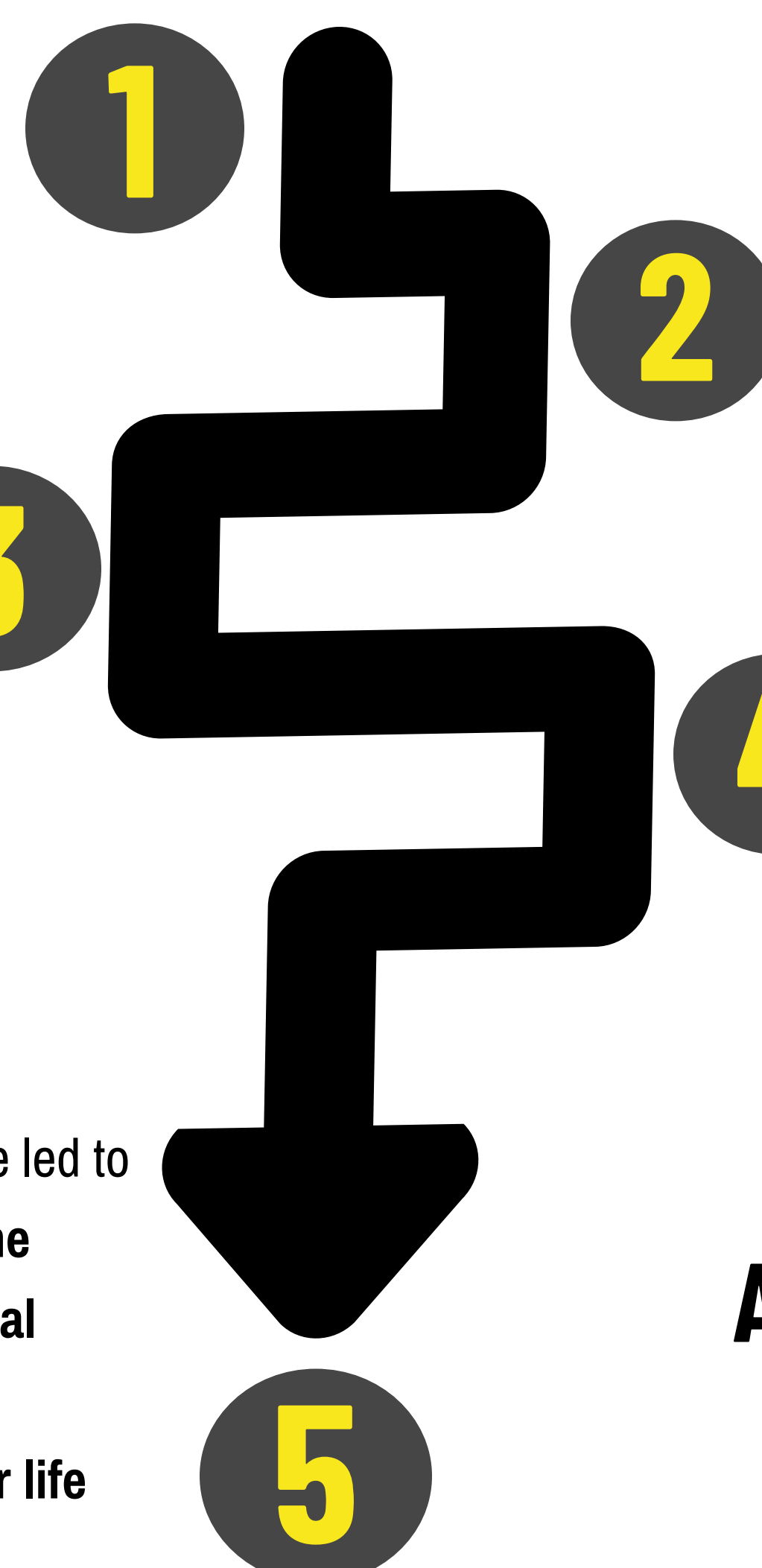
STUDENTS OF COLOR WHO RECEIVE SETTING 4 EBD SPECIAL EDUCATION SERVICES ARE ARGUABLY THE **MOST UNDERSERVED AND MOST DISADVANTAGED** IN PUBLIC EDUCATION

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)

THERE IS A SOLUTION





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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.