



MINNEAPOLIS
PUBLIC SCHOOLS

SUPPORTING STUDENTS IN SCHOOL

Mental Health and Restorative Practices Summer Intensives

June 17, 2015 at North High (1500 James Ave N, Minneapolis)

Mental Health Sessions:

- [Adult Self Care: From Surviving To Thriving - Self Care That Promotes The Work You Love](#)
- [Adverse Childhood Experiences 101: An Introduction to Brain Development and Resiliency Factors](#)
- [Adverse Childhood Experiences 201: Developing Strategies for Trauma Informed Practices and Interactions with Students and Staff](#)
- [Brain Development in the K-8 Child; Relational Impacts and Helpful Classroom Interventions](#)
- [Co-creating a Peaceful Community: Applying Mindfulness Practices and Strategies in School Settings \(Mind Up, Yoga Calm, Zones of Regulation\)](#)
- [Fluency: Talking with Children so They can Use your Help](#)
- [Understanding the Teen Brain – Turning Conflict into Connection](#)
- [Welcoming our Newcomers: Experiential Groups that Support Adjustment for Refugee and Immigrant Students](#)

Restorative Practices Sessions:

- [Implementing a School-wide Peer Mediation Program with Fidelity \(1 full day\)](#)
- [Introduction to Social Emotional Learning and Second Step \(AM Session only\)](#)
- [Extending and Embedding Social Emotional Learning Throughout the School Day \(PM Session only\)](#)
- [Peaceful Conflict Resolution](#)
- [Making the Case: Restorative Practices as Alternatives to Suspensions and Expulsions](#)

Agenda:

7:45-8:15AM	Registration, Enter Door 1
8:15-9:00AM	Keynote in the Auditorium
9:15-11:45AM	AM Concurrent Sessions
11:45AM-1:00PM	Provided Lunch
1:00-3:30PM	PM Concurrent Sessions

Registration Deadline: June 5th

MPS Staff: Register under eCompass Course number 91169

- This conference is free for all MPS staff. Lunch is included for full day attendance.
- Registration is limited to the first 15 participants per session. There is no need to register for the keynote.

Non MPS Staff: Registration and Payment can be found [here](#).

- Registration is limited to the first 15 participants per session. There is no need to register for the keynote.
- Certificates of Completion provided at the end of each session.

Email MPS.PD@mpls.k12.mn.us with questions!

All Mental Health sessions fulfill the Early Warning Signs of Mental Illness Relicensure Requirement

All Restorative Practices sessions fulfill the Positive Behavior Intervention Relicensure Requirement



Keynote Address

Changing How We Consider Dysregulation and Distress: Working Towards Better Support that Keeps Children in School and in Classrooms

Dr. Anne Gearity

This keynote will address ideas about regulation, dysregulation and distress to build an educational model of support. The goal is to help schools keep children engaged and involved so that suspensions and exclusions from classroom time is reduced. A proposed model of brief learning/ coaching time outside of the group will be explored as an alternative to current behavior practices.



****About the Keynote Speaker**

Dr. Anne R. Gearity has practiced community mental health for 40 years. She is also clinical faculty at the U of MN, school of social work, department of child psychiatry and center for early education and development, and has provided consultation to agencies and school districts including MPS. Her professional efforts have increasingly been to engage in translation of research into practice, and she recently circulated a professional opinion paper, "Building an educational model for mental health," that examines how mental health and learning become synonymous. She is the author of "Developmental Repair", a manual about shifting approaches with very disruptive children. Over the past year and half, she has been engaging with several MPS schools to explore better ways to respond to distressed students and support teachers.

Mental Health Concurrent Sessions

Adult Self Care: From Surviving To Thriving - Self Care That Promotes The Work You Love

Minneapolis Health Department

[Marie Capra M.A., LMFT](#)

[Chiung Wang M.S., LMFT](#)

[Jennifer Markworth M.A., LP](#)

Compassion Fatigue and Burnout can diminish professional and personal life satisfaction. This workshop will review the unique stressors in the school workplace and explore the impact of stress on physical and emotional well-being. Teachers and staff learn signs of burnout and will gain understanding of multiple strategies for self-care. A specific exploration into mindfulness will describe what it is and how it can be beneficial.

Objectives:

1. Participants will be able to recognize the potential impact on health of professional and personal stressors.
2. Participants will learn several self-care strategies to prevent and remediate compassion fatigue and burnout.
3. Participants will explore and experience mindfulness techniques that can be utilized to improve and maintain emotional well-being.

Mental Health Concurrent Sessions

Adverse Childhood Experiences- An Introduction to Brain Development and Resiliency Factors

Minneapolis Public Schools

Rekhet Si-Asar, Ed. S., Licensed School Psychologist

Paul Collier, MSW, LGSW, School Social Worker

In this session, the presenters will review the new information we have on the impact of adverse experiences and toxic stress on brain development and behavior. It will also cover the Adverse Childhood Experiences (ACEs) research findings and discuss their implications for how we understand students, their parents and ourselves. The presenters will also provide information about how ACEs impact brain development and function as an adaptive response to environmental circumstances and toxic stress. The presenters will highlight ways that staff can interact and support students that have experienced adverse childhood experiences to build and strengthen their resiliency.

Objectives:

1. Participants will name the effect of toxic stress and adverse experiences on brain and nervous system development.
2. Participants will describe a student's adaptive response to environmental circumstances and toxic stress.
3. Participants will make modifications to my work with students to incorporate an understanding of ACEs and a student's adaptive response to environmental circumstances and toxic stress.

ACES 201: Developing Strategies for Trauma Informed Practices and Interactions with Students and Staff

Dr. Mark Sander, Minneapolis Public Schools and Hennepin County

Dr. Charlene Myklebust,

This session builds upon the introductory ACES session. The presenters will briefly review ACES 101 information but will assume that participants have already attended training on ACES 101 or something similar. The majority of this session will focus on how to utilize more trauma informed practices and interactions with students and adults in our schools. Key recommendations from "The Heart of Learning: Compassion, Resiliency, and Academic Success" will be presented as well as information and resources from "Creating Trauma Sensitive Schools: A Response to Information Approach" development by the Wisconsin Department of Public Instruction. Participants will work in small groups to explore ways that they can bring a more trauma sensitive lens to the practices they and others are using in their schools.

Objectives:

1. I can discuss the key findings of the ACE study
2. I can bring a more trauma sensitive lens to my work with students and staff
3. I understand the some of the resources available to help me bring a more trauma sensitive lens to my work.

Mental Health Concurrent Sessions

Brain Development in the K-8 Child; Relational Impacts and Helpful Classroom Interventions

Washburn Center for Children

[Liz Franklin, LICSW](#)

[Cheryl Cowan, LICSW](#)

[Jessica Sinko, LP.](#)

Students today sometimes have a great deal of difficulty functioning well in their K-8 classroom as a result of trauma or adverse life experiences. Explosive anger, peer relationship problems, work refusal, aggressive behavior, property destruction and verbal disrespect can cause havoc in a classroom. This course will explore typical brain development and behavioral functioning in K-8 graders and how trauma or other adverse life events can impact that development. Information on the arousal curve, when and how to intervene in the classroom with dysregulated or aroused students and how to provide an academic environment which will support their learning will be provided by experienced school based therapists.

Objectives:

1. Participants will become familiar with the arousal curve and be able to identify the optimal time to intervene with a dysregulated student.
2. Participants will be able to identify how trauma or other adverse life events can impact typical brain development.
3. Participants will identify the importance of having a regulating partner and how to fill that role.
4. Participants will identify 3 strategies for calming/re-regulating an aroused student.

Co-creating a Peaceful Community: Applying Mindfulness Practices and Strategies in School Settings (Mind Up, Yoga Calm, Zones of Regulation)

Minneapolis Public Schools

[Rebecca Stewart, MSW, LICSW](#)

It has become increasingly clear that the emotional and behavioral needs of students must be acknowledged and addressed in order for them to fully engage at school and achieve academic success. This session discusses the challenges of working with students who have social skill-deficits and the need for social and emotional learning to be embedded in the fabric of the school community. Mounting evidence has shown that practices such as mindfulness, Yoga and deep breathing help us to improve attention, regulate emotion, and become more resilient in managing stress. These practices can not only help students manage dysregulation and improve school readiness - but also can help educators manage an increasingly difficult workload. This broad learning applies to individual relationships, classroom climates, staff morale and personal well-being. This session will be an opportunity to discover creative classroom-tested strategies, explore research-based curricula and try out innovative interventions. Leave with the tools you need to start co-creating your own peaceful community.

Objectives:

1. I can understand and explain the social-emotional skill deficits that make it difficult for some children to be successful members of the school community.
2. I can understand and explain the benefits of deeply embedding mindful and social-emotionally positive practices in the school setting.
3. I can identify practices and curriculum that I can use to support social emotional learning in my educational setting in order to decrease negative behaviors, increase positive engagement and promote a sense of mindful community.

Mental Health Concurrent Sessions

Fluency: Talking with Children so They Can Use Your Help

Anne Gearity

This session will use real examples to illustrate how to incorporate the child's perspective with language that provides understanding and bridges differences. The goal is to build fluency: increased staff confidence and competence so that they can interact with students effectively, de-escalate arousal and stress, and facilitate genuine problem solving that promotes learning.

Objectives:

1. Participants will actively discuss experiences with students that have been challenging and consider different interpretations of what these changes have meant to students and staff.
1. Participants will actively practice how to talk to challenged and disruptive students, to better engage with and support their motivation to communicate their experiences and understand others.
2. Participants will consider ways to become more competent and confident in talking with students (different from talking to students) to generate genuine dialogue and active learning.

Understanding the Teen Brain – Turning Conflict into Connection

[Jody Nelson, Ed.D., LMFT](#)

[Jennifer Ramji, M.A., LMFT](#)

This workshop will resource teachers of adolescents with information from interpersonal neurobiology and attachment theory to help them better understand the internal workings of teenagers. The changes occurring in the brain between the ages of 12 and 24 can create challenges for teenagers and the adults with whom they interact. At the same time, it is also a vital time in the lives of young people and teachers are critical to helping them chart the course for the adults they ultimately become. Teachers will gain practical strategies for helping teenagers to use their minds to shape their brains.

Objectives:

1. Participants will gain an awareness of the cultural conversation about teenagers and engage in changing that dialogue.
2. Participants will gain knowledge of the power and the purpose of the teenage brain and identify implications for teaching.
3. Participants will gain knowledge of attachment styles, including their own, and identify how these dynamics are present in the classroom.

Recommended Pre-reading:

- drdansiegel.com/blog/2014/03/31/changing-the-cultural-conversation-about-adolescence

Recommended Post-reading:

- *Brainstorm: the power and purpose of the teenage brain.* Daniel J. Siegel. Penguin Group. NY. 2013

Mental Health Concurrent Sessions

Welcoming our Newcomers: Experiential Groups that Support Adjustment for Refugee and Immigrant Students

Watercourse Counseling Center

Bisharo Gardad, MA, School-based Practitioner

Lul Nur, MA, School-based Practitioner

Johara Mohammed, MA, School-Based Practitioner

Ann Kragenbring, MSW, LICSW, School-Based Clinician

Paul Campion, MA, School-based Practitioner

Ann Gilligan, MA, School-based Clinician

Martha Lind, MA, LMFT, School-based Clinician

Johara Mohammed, MA, School-Based Practitioner

Watercourse clinical staff have worked with immigrant and refugee communities in Minneapolis Public Schools since 2001. Our bilingual staff have experience understanding the unique behavioral and emotional health challenges that youth and families experience when they are new to this county and have developed a number of strategies to assist students and their families with adjustment to their new environment so students can be successful in school. This workshop will include short presentations of material interspersed with interactive activities and discussion.

Objectives:

1. Participants will become more aware and sensitive about stressors that impact immigrant and refugee students and families from the Latino and East African communities
2. Participants will learn about trauma sensitive strategies that support healthy adjustment for students individually and in the classroom context and to explore strategies for parent outreach and communication
3. Participants will become familiar with group strategies you could implement in your school that support emotional and behavioral regulation and create a welcoming environment for newcomers

Restorative Practices Concurrent Sessions

Implementing a School-wide Peer Mediation Program with Fidelity

Hamline University School of Law

[Professor Sharon Press](#)

This hands-on session will build on the concepts of using informal and formal restorative practices in schools to develop, implement and evaluate a successful peer mediation program. Attendees will discuss the logistical “nuts and bolts” of program development include recruiting, training, supporting and debriefing a peer mediator cadre. Attendees will work collaboratively on plan proposals that can then be shared with their site School-wide Engagement Team.

Objectives:

1. Participants will learn the elements of a best practice peer mediation program.
2. Participants will learn about the necessary logistical considerations that support peer mediators do have successful restorative interactions in their schools.
3. Participants will develop a proposal for implementing a peer mediation program in my school.



Restorative Practices Concurrent Sessions

Introduction to Social Emotional Learning and Second Step (AM Session offering only!)

Minneapolis Public Schools

(Surbhi) Madia Barber

This session will provide attendees with an overview of the background and academic and social benefits of Social Emotional Learning. Additionally, participants will be introduced to using the Second Step curriculum. Participants will have an opportunity to explore curriculum kits and discuss practical strategies to make Second Step lessons relevant and authentic to individual classroom populations.

Objectives:

1. Participants will be able to identify the theories and rationale for Social Emotional Learning.
2. Participants will understand how to use the main components of the Second Step curriculum.
3. Participants will explore various strategies to make Second Step practice more culturally and personally relevant and contextualized to my student population.

Extending and Embedding Social Emotional Learning throughout the School Day (PM Session offering only!)

Minneapolis Public Schools

(Surbhi) Madia Barber

This session will provide participants with a variety of ways to embed Social Emotional Learning into Literacy and other academic areas. Further, attendees will learn a three-step process called, “Anticipate, Reinforce, & Reflect” that will support SEL throughout the day in both academic and non-academic settings. Last, SEL integration will be explored through the lens of modeling, teaching, and reinforcing- especially through “teachable moments.”

Objectives:

1. Participants will understand how to integrate Social Emotional Learning skills into Literacy.
2. Participants will understand how to integrate Social Emotional Learning skills into other academic and non-academic settings.
3. Participants will understand how to reinforce Social Emotional Learning skills through teachable moments and through the “Anticipate, Reinforce, Reflect” model.



Restorative Practices Concurrent Sessions

Peaceful Conflict Resolution

[Conflict Resolution Center](#)

This hands-on session will build on the concepts of using informal and formal restorative practices in schools to assist students in resolving interpersonal conflicts peacefully. Attendees will learn strategies to guide students in working through disputes, making and accepting amends and setting agreements for moving ahead after negative conflict. Attendees will have the opportunity to role-play interventions in sample conflict scenarios and to share successful strategies they are using in their work.

Objectives:

1. Participants will learn about proactive social emotional skills I can model, teach and reinforce with my students to guide them in resolving everyday conflicts peacefully
2. Participants will learn early restorative practices interventions to use with students as conflicts are building
3. Participants will learn strategies to successfully bring students together after non-peaceful conflicts have developed and harm has occurred so relationships can be repaired

Making the Case: Restorative Practices Work as Alternatives to Suspensions and Expulsions

Minneapolis Public Schools

[Julie Young Burns, , Safe & Drug-free School Coordinator](#)

Legal Rights Center

[Sarah Davis, Esq., Director of the Youth: Education, Advocacy & Restorative Services Program Youth Advocate Attorney and at the Legal Rights Center](#)

This session will provide participants with the opportunity to build on the foundational tenets of school based restorative practices to examine alternatives to suspensions and expulsions. The focus will be on the use of a strengths based family conference model as an intervention tool. Participants will be provided with the information on implementation strategies and logistical concerns for this model and then participate in small group work to role play use in response to common student behavioral concerns.

Objectives:

1. Participants will review the philosophy, definitions and best practices strategies of informal and formal school based Restorative Practices.
2. Participants will learn about the model of a strengths based family conference including best practice implementation and utilization for common student disciplinary concerns.
3. Participants will have the opportunity to work through sample scenarios which use a family conference model to repair harm and restore community.



Facilitator Biographies

Marie Capra, M.A., LMFT

Marie currently provides services and oversight to the mental health program in the City of Minneapolis School Based Clinics (SBCs). She has been with the SBCs for 4 years. Marie was a Program Director at Guadalupe Alternative Programs for 15 years prior to her work with the City of Minneapolis. She has been providing mental health and support services to urban adolescents and their families in school settings for 29 years. Marie has been providing leadership and supervision for over 20 years. Marie earned her M.A. degree from the University of St. Thomas Counseling Psychology program in 1990. She is a licensed Marriage and Family Therapist and Board approved supervisor. Marie was adjunct faculty with Minnesota School of Professional Psychology/Argosy University for 10 years. She has been involved with the Children's Mental Health Collaborative in both Hennepin and Ramsey Counties. She has a special interest in mindfulness and staff development.

Conflict Resolution Center

CRC serves as one of MPS's Restorative Practices community partners. Their services are based on a core belief that individuals of all ages and backgrounds are capable of resolving their own disputes – effectively, inexpensively, and peacefully – with assistance from trained volunteer mediators. CRC provides communities with the tools to peacefully and effectively resolve disputes. CRC is dedicated to providing dispute resolution services and training to all people, especially those who cannot afford traditional services offered through the courts. They focus on serving those for whom traditional services have not worked in the past because they did not address underlying issues or were not culturally appropriate. Mediation used earlier in the dispute process can prevent the need for further intervention.

Cheryl Cowan

Cheryl has worked with children and their families in a variety of capacities for the past 28 years. Currently, she offers individual and family therapy to children who attend Bethune Elementary in North Minneapolis. She also works to support school staff members and encourages their interest and advancement in the field of children's mental health.

Sarah Davis

Sarah is the Director of the Youth: Education, Advocacy & Restorative Services program at the Legal Rights Center, and has also served as the Youth Advocate Attorney there since 2012. Prior to joining LRC, Sarah was a staff attorney in the Youth Advocacy Division of the public defender's office in Boston, MA. In addition to overall program management, Sarah's work at the LRC focuses on advocating for the increased use of restorative practices, advocating for juvenile justice policy changes, representing juveniles charged in court, and facilitating restorative family group conferences in schools and for youth diverted from the juvenile justice system.

Elizabeth Franklin, MSW, LICSW

Liz has been with Washburn since 2007. Liz interned in the Home Front Intensive In-Home therapy program before becoming a Children's Mental Health Case Manager. In 2012 she transitioned to a therapy position with Washburn's School Based Mental Health program; Liz is located at Nellie Stone Johnson Community School in North Minneapolis. She is trained in Trauma-Focused Cognitive Behavioral Therapy and uses elements of CBT, art therapy, narrative therapy, and mindfulness in her work with children and families. Common areas of focus in her practice include coping with toxic stress and trauma; increasing client's self-regulation abilities, coping strategies, and positive relationship skills; navigating cultural differences within families due to immigration and other factors; and helping parents develop parenting strategies which reflect a deeper understanding of their children's functioning. Before joining Washburn, Liz worked as a mental health counselor at CLUES and a Latino Family Liaison in Independent School District 196. Liz is fluent in Spanish. She helped found and currently facilitates both the Washburn Center Spanish-speaking Provider Group as well as the Hennepin County Spanish-speaking Provider Consortium. Liz received her MSW from the University of Minnesota and BAs in American Studies and Spanish from the University of Kansas.

Facilitator Biographies

Jennifer Markworth, M.A., L.P.

Jennifer has been providing mental health and support services to Minneapolis Public High School students in the SBCs for 11 years. She earned her M.A. from the Saint Mary's University of Minnesota, Counseling and Psychological Services program in 2004. Jennifer is certified to provide supervision through the Board of Behavioral Health and Therapy as well as the Board of Psychology. She has been providing supervision for 5 years. Jennifer is certified in Eye Movement Desensitization and Reprocessing (EMDR). Jennifer has been part of the development of the Silver Ribbon Campaign at Washburn High School. She has a special interest in adolescents and mindfulness.

Dr. Charlene Mykelbust

Charlene holds a doctorate in clinical psychology and has been a teacher, school administrator, and mental health provider. She is a curriculum author, educational consultant, public speaker, Jensen Learning trainer, Process Education and Communication Model trainer, and a Hawn Foundation MindUp consultant. Charlene has expertise in Social Emotional Learning and was named "Educator of the Year" by the National Alliance on Mental Illness and "Outstanding Service Provider" by the Minnesota Association for Children's Mental Health.

Jody Nelson, Ed.D, LMFT

Dr. Nelson is Associate Director of Guadalupe Alternative Programs (GAP) and Department Chair of the Marriage and Family Therapy program of Argosy University/Twin Cities. Jody has taught Language Arts at two alternative schools in the Twin Cities and has provided therapy for adolescents and their families for over 30 years. Jody is trained in Internal Family Systems, a therapy model effective for people who have experienced childhood trauma.

Sharon Press

Professor Sharon Press, director of the Dispute Resolution Institute, joined Hamline University School of Law in 2009. She teaches a range of alternative dispute resolution and "lawyer as problem solver" courses including mediation and negotiation. In addition, Press directs the Jerusalem Study Abroad Program: Conflict Resolution from Religious Traditions, coaches the Mediation Representation Teams, and serves as the academic advisor to the students who are completing a Certificate in Advocacy and Problem-Solving. Press currently serves on the Minnesota State Bar Association ADR Section Council and is a board member for Community Mediation and Restorative Services (CMRS) and the Institute for the Study of Conflict Transformation. She also mediates regularly for the Dispute Resolution Center at Ramsey County Conciliation Court and works with the Saint Paul Academy of Peace peer mediation program.

Jennifer Ramji, M.A., LMFT

Jennifer is Clinical Director of the Community School Collaborative, a joint school-based mental health project of GAP and Change Inc. Jennifer is an Adjunct Instructor for Argosy University/Twin Cities and Metropolitan State University, teaching developmental and family studies courses. In her role as Site Lead of the school-based clinic at Edison High School in Northeast Minneapolis, Jennifer provides individual, group and family therapy for teens as well as supervises graduate level interns and post-graduate externs in this work.

Dr. Mark Sander, Psy.D., LP

Dr. Sander is a Senior Clinical Psychologist for Hennepin County and the School Mental Health Coordinator for Hennepin County and the Minneapolis Public Schools. He coordinates the Minneapolis Expanded School Mental Health Program and conducts research on the program and provides technical assistance to the Hennepin County School Mental Health Initiative. Dr. Sander is a member of the Advisory Board for the Center for School Mental Health at the University of Maryland School of Medicine. Dr. Sander has published several journal articles and book chapters on school mental health and has presented on school mental health at local, state and national conferences. Dr. Sander also is a certified Master Trainer in the Adverse Childhood Experiences (ACE) study and was part of the first cohort of 25 individuals trained in Minnesota.

Facilitator Biographies

Jessica M. Sinko, PsyD, LP

Dr. Sinko completed her Master of Arts and doctoral degree at the Minnesota School of Professional Psychology in 2011. Dr. Sinko joined that Washburn for Children as a Postdoctoral Fellow in September of 2011, following completion of her APA-accredited pre-doctoral internship at The Guidance Center in Long Beach, California. After completing her fellowship, Dr. Sinko worked at Fraser providing autism evaluations, but returned to Washburn in 2013. At that time, Dr. Sinko joined Washburn's School-Based Mental Health Program where she has been providing individual, group, and family therapy services, as well as psychological testing, school consultations, and mental health trainings. Her areas of clinical interest include: psychological testing, play therapy, trauma, anxiety, depression, behavioral struggles, clinical supervision, and program development. Dr. Sinko also has specialized training in DC: 0-3 assessment and therapy, Trauma Focused - Cognitive Behavioral Therapy, Seeking Safety, and PracticeWise.

Rebecca Stewart, MSW LICSW

Rebecca has been a licensed school social worker with the District of Minneapolis for the past 5 years. She currently works at the River Bend Program, a school for students with the highest levels of behavioral need, where she has developed and now teaches the Mind/Body class. She received the 2014 Peacemaker Award from PeaceMaker Minnesota for her work in this area. Rebecca practices and teaches mindfulness, Yoga, and social-emotional learning and has facilitated other school-wide interventions such growing a partnership with Paws for Learning to bring dogs into the classroom and implementing a new school garden. To learn more about her work, listen to this article from MN Public Radio: <http://www.mprnews.org/story/2014/10/13/yoga-helps-student-behavior-at-river-bend>

Chiung Wang, M.S., LMFT

Chiung earned her M.S. degree in Counseling Psychology from St Cloud State University in 1999. She later pursued her Marriage and Family Therapy certification and licensure through St Mary University. Chiung Wang is a Marriage and Family Therapy board approved supervisor and has been providing supervision to graduate student interns since 2009. Chiung was born and raised in Taiwan, and at age of 12, she and her family immigrated to Argentina. She lived in Argentina for 4 years where she learned Spanish and finished Junior high school. After Argentina, her family immigrated to South Africa where she lived for another 4 years and where she finished high school. After high school, she came to Minnesota to pursue her post secondary education. Chiung has been with the SBCs for the past 14 years. Prior to her work at the City of Minneapolis, Chiung has worked in a variety of mental health agencies and has outpatient and in-home experience with adolescents, adults and families struggling with mental health, relational, and trauma concerns.

Julie Young-Burns

Julie serves Minneapolis Public Schools as the Safe & Drug-free School Coordinator. Trained as a pediatric nurse practitioner, she uses a public health approach to assist schools in prevention and response efforts to address potential barriers to student learning including substance use, youth violence, bullying and harassment. Ms. Young-Burns also has extensive experience in the areas of student engagement, positive school climate and restorative practices.