



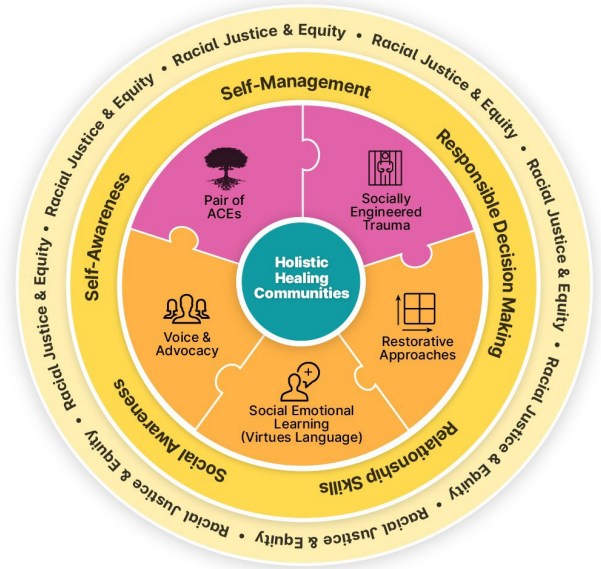
# Positive Schools Center

The PSC partners with school leaders, staff, and communities to build positive, restorative, and supportive schools.

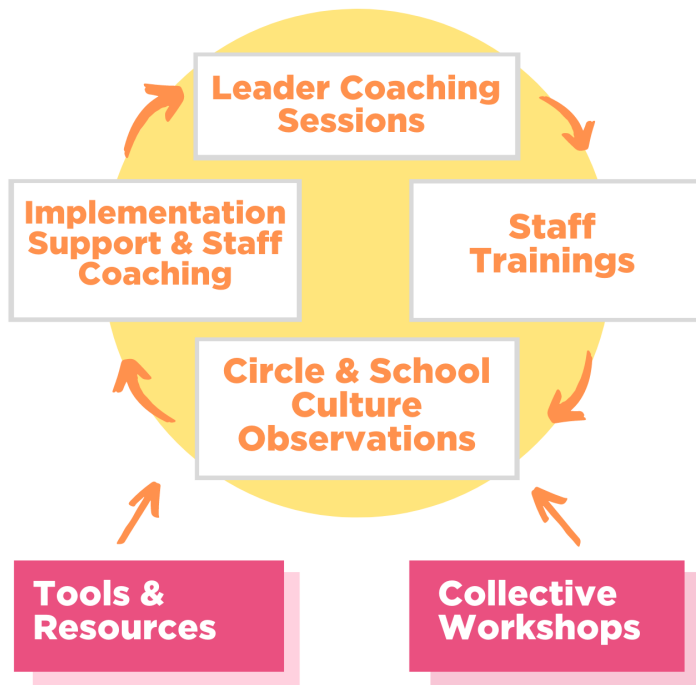
The Positive Schools Center’s work is rooted in five foundational elements:

- **Racial justice and equity lens**
- **Restorative and healing practices**
- **Trauma-responsive educational approaches**
- **Social and emotional learning**
- **Student, family, and community voice**

The PSC works with educators and communities to improve student lives. We transform school cultures through coaching and training in the **Intensive Climate Cohort**, place full-time social workers and staff to support students and families in our **Community Schools**, and open college and career pathways for seventh-12th graders through the **Next Generation Scholars Program**. We also support systemic change statewide through advocacy, professional development, and relationship-building. Learn more about the [research behind the model](#).



## Intensive Climate Cohort 2021-2022



The Climate Cohort supports about 900 teachers and staff, who are responsible for educating more than 8,200 students. That is about 10% of City Schools. Eighteen Baltimore City Public Schools completed the Climate Cohort, and we have provided additional trainings and consulting for a total of 30 schools, district office staff, and multiple educational organizations.

The Climate Cohort works with school leaders and staff to shift school culture using improvement science. The PSC works with school leaders to plan small interventions and provide school staff with training and implementation support for strategies.

During the 2021-2022 school year the PSC provided 224 coaching sessions, lasting 300 hours, for 2,100 educators.

### What has the PSC accomplished?

Cohort schools have partnered with the PSC to improve student & staff outcomes.

- **Attendance Improved in 66% of cohort schools** when compared with the previous year. Attendance improved by a cohort average of 3%, and 11% in cohort high schools.
- **66% of cohort schools decreased their suspension rate** when compared to 2018-2019. Two schools had zero suspensions, seven schools had less than six suspensions, and all schools have made reducing their dependence on harsh, punitive discipline practices a major focus.
- **73% of School Leaders & 80% of School Staff have changed their mindset** and have made tangible steps to address equity concerns and bias in their school including using restorative conferences and circles, focusing on self-care and wellness, and creating student and staff affinity groups.

### How has the PSC accomplished change?

Schools are building healthy relationships & positive learning environments

- **When students or communities are in crisis, 100%** of partner schools are implementing restorative alternatives to harsh discipline practices.
  - **73%** use circles following conflict or events that impact the community
  - **82%** use restorative conferences with students
  - **60%** have shifted policies to reflect principles of Fair Process
- **By using restorative circles to build relationship and community**
  - **100%** of partner schools use restorative circles with staff
  - **75%** of partner schools use restorative circles with students at least weekly
  - **56%** of partner schools use restorative circles with students at least once a day
  - **100%** of partner schools use restorative circles periodically with students
- **To creating sustainable, student-directed circles and systems**
  - **100%** of reporting schools have improved circle quality by at least 10%, and there is 20% growth in at least three categories

### Why does it matter?

Restorative approaches create routines for students & staff to build relationships.

*“One of my students came to morning circle. She shared that she found out the night before her dad had passed. I spoke to her afterwards and she said that she wasn’t sure if she was going to stay all day, but she wanted to at least come in for the circle because she wanted to tell us. She knew we would ask how she was doing and if anything had happened recently. She also said that she was glad we had circle because she didn’t know how she would tell people otherwise. It felt odd just to say in math class, ‘last night, I found out my dad died,’ but she knew she could comfortably do it in advisory. It also made me think about how often kids come to school with big things that happen and we might not know, but that at least they have a place to share it.”*

~Middle school teacher at PSC partner school