

Core Elements

The Armstrong Restorative School Program has five core elements:

1. The Restorative Classroom
2. Restorative Circles initiated by community members
3. Teacher/staff peer Support Circles
4. Transition Circles for returning and new students
5. Commitment to build a self-sustaining restorative community

To initiate a circle or learn more about the Armstrong Restorative School Program, please contact us at 804-316-3134 or info@RYSOV.org.

For on-line information about the Armstrong Restorative School Program see www.RestorativeYouthServices.org.

The Armstrong Restorative School Program is a project of the Richmond Public Schools, Richmond Dept. of Justice Services, Restorative Youth Services of Virginia (the service provider) and Communities in Schools Richmond.



P.O. Box 14572, Richmond, VA 23221

804-316-3134

info@rysov.org

www.restorativeyouthservices.org

Armstrong Restorative School Program



The Armstrong Restorative School program brings people together who are most involved in a conflict or problem. They listen to each other and then they work toward their own solution.

Tel: 804-316-3134

Email: info@RYSOV.org

5 new tools for addressing conflict

Armstrong High School has chosen to create a Restorative School Program.

A Restorative School Program is an alternative way to respond to conflict.

Instead of getting even or hurting someone, students and staff choose to get together with the people that are involved in the conflict.

They listen to each other and then they work toward their own solution.

The program provides the restorative community with five tools to establish and maintain this new way of approaching conflict:

1. Restorative Circles help address conflicts between students, issues with the staff, attendance or safety issues or other concerns.

Any member of the community (students, staff and parents/guardians) may initiate a Restorative Circle.

2. Transition Circles help students who have been removed from the school community back into the school and the classroom. It can also welcome new students into the school. In both cases, a plan is made to support their becoming full members of the school community.

3. Class Agreements empower students to partner with the adults in being

responsible for how conflict is addressed in their school community.

When the Class Agreement is violated, teachers, administrators and students may remind others of their Agreement and ask them to keep it. This gives all members of the community a new tool for maintaining the community values.

4. Classroom Circles may be used when the teacher calls the students together to discuss whatever is on their minds or something that might be distracting them from school work.

5. Micro Circles address minor conflict on the spot, to keep it from escalating or causing further disturbance.