



Ronald E. McNair
Postbaccalaureate
Achievement Program

Restoring Justice

A Paradigm Shift of Disciplinary Measures in Urban Schools

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Research Question

To what degree do two restorative justice coordinators diverge/converge in conceptualizing a restorative justice model as demonstrated thorough implementation over multiple years?

Background

- Black students, with the same behaviors, are disciplined more harshly than their White peers (Huang & Cornell 2017; Owens & McLanahan, 2019)
- There needs to be a shift away from current disciplinary practices and towards restorative practices in schools
- There is more knowledge needed about how coordinators conceptualize “rolling out” restorative practices in schools

Methodology

Participants

- 2 Restorative Justice Coordinators (RJC) working in different urban high schools in the Northeast
- RJC's were implementing restorative practices for about 3.5 years

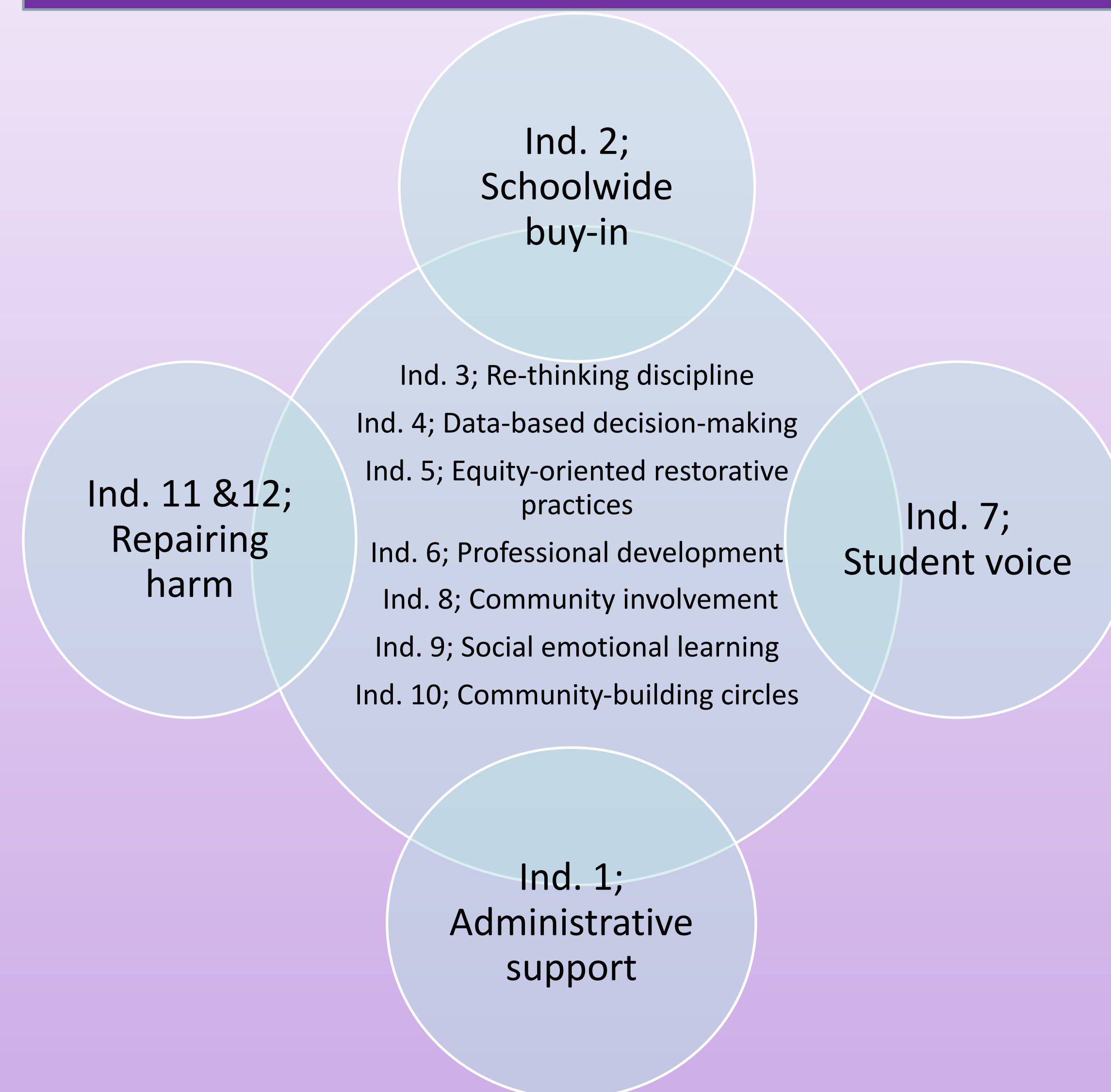
Recruitment and settings

- Two high schools that served mostly students from low income areas
- One school has a large Black and Latinx population and the other has a more diverse population
- PI interviews RJC's over the phone annually

Data collection and analysis

- Qualitative Grounded Theory Study
- Semi-structured interviews
- Audio record, transcribed. Twelve Indicators of Restorative Practices used to independently code interviews

Anticipated Results



Discussion

Acknowledging uniqueness and similarities of each community

Better implementation of restorative practices

Decrease in disproportionate disciplinary measures against students of color

Significance

In order to maximize the success of restorative practice implementation, schools should consider what aspects of a restorative justice model should be standardized and what aspects should be flexible.

Selected References

Gregory, A., Skiba, R. J., & Mediratta, K. (2017). Eliminating disparities in school discipline: A framework for intervention. *Review of Research in Education*, 41(1), 253-278.

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