

Abstract

Restorative justice is a discipline model being implemented in American public schools in response to the failed efforts of zero tolerance policies (Armour, 2016; Harrison, 2007). Zero tolerance policies are reactionary and do not aim to correct the behavior; instead, they punish by removing a student from the classroom thereby exacerbating the problem. Removing students from class only increases the potential for students to fail, drop out, or come in contact with the juvenile justice system. However, teachers responding to students from a zero-tolerance mindset are unable to implement restorative justice with fidelity. Since most discipline issues occur in the classroom, the current study examined how the teacher attachment style affects student success as defined by discipline and dropout rates. Results from the study will assist campus leaders in supporting the population of students who have the greatest academic need, at-risk students. While the outcome of the study did not show a correlation between the attachment style and discipline or dropout rates, findings show a correlation between teacher attachment style and percentage of ESL (English as a second language) students and number of students in the high school. Limitations to the current study are thoroughly discussed for future research.