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A growing interest of U.S. schools in restorative practices can be observed. Schools are primarily motivated to embrace RJ techniques because of bullying, crime, and violence taking place in school settings and as increasing numbers of youths? especially minority and poor students? are 'pushed out' resulting in the so-called 'school-to-prison pipeline'. It has been already demonstrated that RJ improves students' academic achievement, deepens student-parent engagement, opens the door for building social and human capital through challenging students in the context of social and emotional learning, and facilitates positive relationships among students and staff. Thereby, it is important to support schools in embracing and implementing restorative practices. The training program of the International Institute for Restorative Practices (IIRP) is initiated in order to ensure this support for educational institution in the United States. An implementation research, that was conducted by the author of the presentation in 2020, sheds light on the scope, aims, and methods of the program. The findings of the qualitative, interview-based fieldwork reveal the factors that support and hinder schools to join the training, sustain restorative practices, reduce violence and build safe communities.