

Part I: Cover Page – Organization Information

Organization Information	
Organization Name:	International Institute for Restorative Practices <input checked="" type="checkbox"/> New or <input type="checkbox"/> Continuation Submission
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Organization Category (select all that apply)	
<input type="checkbox"/> Charter Network, Charter Management Organization or Charter School <input type="checkbox"/> Turnaround Leader Development Provider <input checked="" type="checkbox"/> Management Partner <input type="checkbox"/> Stakeholder Engagement Specialist	
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)	
<input checked="" type="checkbox"/> Metro Denver <input checked="" type="checkbox"/> Front Range (Colorado Springs, Ft. Collins) <input checked="" type="checkbox"/> Rural / Mountain / Western Slope	

Indicate the school district(s) or BOCES your organization is willing and able to engage with:

**WE ARE WILLING AND
ABLE TO ENGAGE WITH
ANY SCHOOL DISTRICT
OR BOCES.**

Management Partner Category Submissions

a. Identify which of the following roles your organization can serve (list all that apply):

____. Full Management: Whole system (school or district)

____. Partial Management: Instructional transformation

____. Partial Management: Talent development

X . Partial Management: Culture Shift

____. Partial Management: Turnaround Leadership

____. Other

b. Is your organization's primary interest and area of expertise in school-level management, district-level management, or both?

The primary interest and area of expertise of the International Institute for Restorative Practices (IIRP) is school-level and district-level management. IIRP's standard scope of work is to provide a full spectrum of leadership training and implementation support through training, coaching, implementation monitoring, and educational resources and materials for both district and building staff. The primary goal of our services is to increase positive school climate and healthier relationships and build a sustainable culture practice by reducing student discipline referrals, suspensions, and expulsions – particularly for those students most at risk (i.e., African American, Latino, and IEP students). The results of this approach are improved student engagement, better workplace environment for staff, and increased opportunities for Colorado families to be connected. Importantly, IIRP instructors and coaches support building staff in helping students develop a sense of belonging and have voice and agency to self-regulate their behaviors, while developing social and emotional skills that are transferable.

IIRP is the world's leading provider of restorative practices professional development, graduate education, and educational resources. For nearly two decades, IIRP has provided restorative practices professional development around the world and has trained thousands of educators and other youth-serving professionals.

IIRP Instructors have extensive backgrounds across multiple sectors - including education, criminal justice, youth development, leadership development, family counseling, and youth counseling. Among the instructors are former superintendents, principals, teachers, counselors, social workers, case managers, probation officers, law enforcement professionals, and business managers.

IIRP and its affiliates provide services in the United States, Canada, United Kingdom, Australia, South and Central America, Europe, Asia, Israel, the Netherlands, Sweden, and Hong Kong. During the 2017-2018 academic year, IIRP and its licensed trainers facilitated more than 2,400 events that served greater than 18,000 attendees in the United States and internationally.

IIRP has a long-demonstrated ability to deliver high-quality restorative practices professional development training in diverse settings across multiple sectors. Capacity building and leadership development are integrated into all of IIRP's services. IIRP provides a "training of trainers" (TOT) training program, which trains and licenses local stakeholders to provide their own ongoing professional development services.

Since 2000, the IIRP has helped even the most challenged schools improve their teaching and learning environments using restorative practices through its SaferSanerSchools™ program, which includes a high level of training and support and involves 100% of the staff in the school. IIRP works closely with district and building leaders to provide a proactive approach to whole-school climate change based on restoring and developing social capital, social discipline, emotional well-being, and civic participation through participatory learning and decision making with all staff. When systemically employed, restorative practices transform negative school environments built on a culture of blame and shame by engaging students in having a stake in making their school climate better.

Essential Elements of Restorative Practices

The fundamental hypothesis of restorative practices is that people are happier, more productive and cooperative, and more likely to make positive changes in their behavior when those in authority do things with them rather than to or for them. The essential elements and competencies taught in the SaferSanerSchools™ program help make this hypothesis a tangible reality.

Within two years of continual implementation, staff will consistently understand and use the following essential elements of restorative practices:

- Affective statements
- Restorative questions
- Small impromptu conversations
- Proactive circles
- Responsive circles
- Restorative conferences
- Fair process
- Reintegrative management of shame

The essential elements help staff strengthen key educational competencies that support a restorative school climate and culture:

- Compassion – Support the academic and social-emotional needs of students
- Conflict Management – Quickly resolve conflicts and repair harm through a range of restorative interventions
- Courage – Deal with others directly and fairly by providing honest and constructive feedback
- Integrity and Trust – Engage in honest self-reflection, including vulnerability and self-awareness
- Interpersonal Skills – Build positive and active relationships with students, families, and colleagues
- Listening – Use restorative dialogue and questions, while being an attentive, active listener to foster student voice
- Valuing Diversity – Foster a climate of inclusion with equitable and fair treatment of all students

SaferSanerSchools™

SaferSanerSchools™ is a K-12 program designed to teach school administrators, educators, counselors, and support staff how to explicitly build positive school climate and culture using restorative practices – the science of relationships and community.

The program has been implemented in schools across the U.S. from urban to rural districts. It is a multi-year program including planning, training, implementation, assessment, and sustainability that teaches all staff to implement restorative practices with courage and competency. Data shows the program is most effective when district administrators work alongside school administrators, teachers, and staff to learn restorative practices and champion the effort.

Each school or district implementing SaferSanerSchools™ begins by developing a comprehensive service plan with an experienced IIRP team. Baseline data, including school suspension and discipline figures along with climate and culture reports, are used to target professional development needs and focus deeper level coaching throughout the program.

School climate refers to the quality and character of school life. Our program takes a proactive and preventative approach to improving the quality and character of school life by focusing on

relationships. Evidence shows that when students are positively connected to their schools and teachers, they achieve better outcomes.

IIRP works with staff to develop their professional capacity to achieve the following outcomes:

- Deepen their knowledge of restorative practices and associated professional competencies
- Develop these competencies through practice and relationship building
- Strengthen their attitude that students are capable of growing and changing
- Be inspired and motivated to practice and continue learning
- Increase awareness of self and others in the school community

For members of the school community, outcomes will include:

- Improved relationships between school-based staff and students
- Improved work climate and employee engagement
- Improved relationships between school-based staff and families

When a school community consistently and sustainably implements restorative practices, a stable positive school climate develops with the following potential benefits for ALL students:

- Lower suspension and expulsion rates
- Reduced discipline disproportionality for marginalized students
- Increased positive youth development and social-emotional learning
- Stronger sense of school connectedness
- Improved student well-being
- Improved behavior and less absenteeism
- Increased academic achievement

Program Timeline

SaferSanerSchools™ works with all school-based staff and ensures that all elements are in place for success. It is a three-year program – from planning to full implementation – that operates in alignment with the following timeline:

Planning (3-6 Months)	Baseline readiness is assessed through discussions and questionnaires to gauge perceptions of relationships between faculty, students, and staff. Existing policies and procedures, strategic plans, and school climate data are used to develop a plan that fits the needs of the school or district to improve overall climate.
Program Launch:	All staff first receive professional development from skilled instructors, who are also practitioners themselves. As staff begin to implement the

Year 1 Implementation	skills learned, IIRP coaches support staff through observation and performance review and answer questions that arise. Staff also form professional learning communities (PLCs) to help foster a culture of support and ongoing professional learning
Annual Assessment: Year 2 Implementation	At the end of Year 1, surveys may be used to assess progress made toward competency development, skill proficiency, perception of school and work climate, satisfaction with IIRP coaching, and other indicators of good implementation. PLCs and coaching will continue throughout Year 2, supplemented by advanced professional development offerings.
Final Assessment: Sustaining the Program	Post-program questionnaires for school-based staff may be used to assess culture change. Indicators include staff understanding and commitment to continue using restorative practices. The IIRP helps leaders develop a sustainability plan. Districts and schools may choose to maintain a relationship with the IIRP for additional coaching and professional development.

Professional Development Trainings

The following professional development trainings are included within the SaferSanerSchools™ program:

Introduction to Restorative Practice

Participants learn practical strategies to build strong, healthy relationships with students, families, clients, employees, and colleagues. Interactive experiences bring a full understanding of the fundamental unifying premise of restorative practices – that people are happier, more productive and cooperative, and more likely to make positive changes in their behavior when those in authority do things with them rather than to or for them.

Using Circles Effectively

Circles facilitate conversation and encourage full participation. There are optimal ways to utilize this process that promote truly meaningful communication. Through video, practice, and discussion, participants identify reliable methods for using circles to build community, establish norms, and address issues with behavior and relationships. Circles are useful in any setting, from education and other human services to organizational management.

Facilitating Restorative Conferences

Instructional videos and in-depth experiential activities teach participants to facilitate a restorative justice conference, in which everyone impacted by wrongdoing can share how they have been affected and have a say in how to repair the harm. This formal circle is used to address negative incidents and fosters more positive outcomes than mere punishment in education, criminal justice, youth work, organizational and other settings.

Restorative Response to Adversity and Trauma

Restorative practices can be used to effectively respond to serious incidents and trauma. Whether working with youth living in poverty, families with broken relationships, or older immigrants facing language barriers, educators know that adversity can be as debilitating as extreme trauma. Participants learn techniques that can help school staff work with individuals and communities facing adversity or impacted by trauma.

Restorative Leadership Development: Authority with Grace

This training is a highly participatory and engaging experience for managers, supervisors, teachers, parents, or anyone in a position of responsibility or authority. Leaders learn the principles of restorative leadership – an engaging, collaborative and effective way to exercise authority.

c. How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically undeserved students?

During the planning phase of the program, IIRP meets with district administrators, school leaders, and other staff to discuss the existing dynamics within the academic environment and the community as a whole. This information is utilized to help tailor conversations and decisions throughout the program.

In addition, IIRP will work with schools and districts to develop a customized coaching program and will assign experienced coaches to provide on-site learning experiences. Each coaching day will include lessons for faculty and staff with activities that are designed to fit within a class schedule.

The IIRP coaching model is designed in alignment with the Multi-Tiered System of Supports (MTSS) framework, which differentiates staff by their roles with students. At the Tier 2 level, applicable staff receive support to analyze and apply proactive and responsive restorative practices in greater depth with select students who are in need of a higher dose and duration of support. At the Tier 3 level, a targeted group of staff receive support to evaluate and reinforce the full continuum of restorative practices throughout the school system in order to create the conditions that best meet the needs of targeted students with greater needs and challenges. The overall goal of IIRP coaching is to teach staff how to motivate hard-to-reach students to be participatory in their learning and actions.

d. When considering partnering with a school or district that you have partnered with before, what would be the key aspects or conditions of an agreement you would need to have in place with the district (or authorizer) to make your school successful?

School readiness and willingness to embrace restorative practices and institute change management strategies to ensure success are the most critical factors. When launching partnerships with schools or districts, the IIRP looks for a dedicated team of administrative staff who are willing to accept ownership of shared contribution and will establish and embed norms

and agreements that include fair and restorative processes into the academic system. In addition, it is critical that the school or district has allocated the budget to implement the program with efficacy.

e. Describe your experience working with third-party providers to support coherent school and district improvement.

Since 2015, the IIRP has conducted cross-partner projects with educators across the nation to align best practices in K-12. Partner organizations have included Positive Behavioral Interventions and Supports (PBIS), The Collaborative for Academic, Social, and Emotional Learning (CASEL), Center for Safe Schools (Olweus Bullying Prevention Program), National School Climate Center (NSCC) and Committee for Children (CFC).

Recently, IIRP collaborated with Midwest PBIS, Community Matters, and Jefferson County Public Schools in Louisville, Kentucky, to build alignment and symmetry in reinforcing positive school climate, inclusivity among marginalized students, and meaningful school connectedness for students across all grades. Together, the partnership was able to deepen and expand the capacity of all staff to effectively engage students in reaching shared outcomes through an MTSS framework.

f. Describe your experience, if any, working with Alternative Education Campuses (AECs) or alternative high schools.

IIRP grew out of the Community Service Foundation and Buxmont Academy which, since 1977, have provided programs for delinquent and at-risk youth in southeastern Pennsylvania. Formally established in 1994 under the auspices of Buxmont Academy, the Real Justice Program (now an IIRP program) has trained professionals around the world in restorative conferencing. In 1999, the newly created IIRP broadened its training to include informal and proactive restorative practices in addition to the formal restorative conferencing. Since that time, the IIRP - an accredited graduate school - has developed a comprehensive framework for practice and theory that expands the restorative paradigm far beyond its origins in criminal justice to its present use in alternative education settings where it is used to assist students in reaching post-secondary college and career outcomes.

Members of the IIRP's team of instructors and coaches have extensive alternative school experience, including Director of Continuing Education Keith Hickman, who worked with Tier 3-level populations for the New York City Department of Education, the largest school district in the U.S.

g. Describe your experience, if any, working with online schools.

The IIRP is an online graduate school. As such, we are deeply familiar with the requirements of working effectively in a virtual academic environment. The IIRP is the world's first graduate

school devoted entirely to the emerging social science of restorative practices. Based in Bethlehem (PA), the IIRP is a private, non-profit, stand-alone institution with two graduate programs: a Master of Science in Restorative Practices and a Graduate Certificate in Restorative Practices. Our curriculum is designed for the adult learner and uses a hybrid instruction model combining in-person learning experiences with online coursework. Most of our students are active professionals who are seeking needed skills in the areas of empathetic listening, compassion, relational engagement and motivating others. Each course is aligned with the program and institutional learning goals.

In addition, IIRP remains deeply connected with and invested in our founding organization, Buxmont Academy. For over 40 years, Buxmont Academic has been serving students and their families through the organization's five school sites in southeastern Pennsylvania. As a Pennsylvania licensed private academic school, Buxmont Academy students earn credits that they can take with them wherever they go, or they may earn an accredited high school diploma from our institution. Since the 2015 academic year, Buxmont Academy has utilized a blended learning model which combines the rigorous online academic courses provided by Edgenuity with the talents of our certified teaching staff. The Academy believes that effective teaching and learning takes place when students are engaged in specific coursework that meets their individual learning goals and builds a pathway to graduation. Buxmont Academy teachers and counselors approach students with an equal level of emphasis on helping students meet their academic and social-emotional needs by individualizing lessons and working to address student counseling needs. By using Edgenuity for a majority of course content, Buxmont Academy educators can effectively pivot between providing direct instruction of more challenging concepts to pulling back a bit to provide overview of general topics within a subject area.

Buxmont Academy's blended model aligns with the IIRP-supported restorative environment by providing the appropriate amount of support and control as students have equal voice in the style and pace in which they learn. Students also are empowered to assess their individual ability to add additional coursework in cases where they may need to utilize the credit recovery aspect of Edgenuity.

Capacity

Does your organization's currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.

IIRP is willing and able to expand capacity to ensure timely and effective delivery of professional development services to all Colorado schools and districts interested in our services. In addition to the organization's direct staff, IIRP maintains a cadre of over 30 contractors who serve as certified trainers.

Evidence of Track Record of Improved Student and School Outcomes

a. Describe your organization’s track record in dramatically improving schools or districts and radially increasing outcomes for targeted groups of students. Include a description of the criteria and the data that you use to determine the impact of your work. Highlight the context and location of where this work has occurred.

As the SaferSanerSchools™ program is launched in more and more schools across the country, the IIRP is seeing many positive results from restorative practices implementation. Examples of program evaluations of participating school districts have demonstrated significant outcomes in student behaviors at all grade levels:

- 61% decrease in suspensions – PreK-8th, Baltimore Public Schools, Baltimore, MD
- 91% decrease in office referrals – PreK-8th, Baltimore Public Schools, Baltimore, MD
- 69% decrease in serious infractions – Freedom High School, Bethlehem Area School District, Bethlehem, PA
- 63% decrease in the number of students with multiple suspensions – Freedom High School, Bethlehem Area School District, Bethlehem, PA
- 26% reduced aggression – K-8th, Baltimore Public Schools, Baltimore, MD
- 20% improved social skills – K-8, Baltimore Public Schools, Baltimore, MD

The SaferSanerSchools™ program consistently demonstrates improved school climate, both through studies and surveys and through anecdotal reporting. Many of the districts that have implemented or are currently implementing the program have seen improvements in their school climate within the first two years of implementation. Others continue to sustain the program in their schools with positive results.

b. Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers as outlined in ESSA. Which EBI tier best describes your work, and why?

Over the past two decades, data and research have established restorative practices as a strong evidence-based practice. In a randomized controlled study by the RAND Corporation (2018¹), researchers evaluated the IIRP SaferSanerSchools™ program in a large urban school district. They found that restorative practices improved school climate, reduced student suspensions,

¹ Research report can be reviewed at https://www.rand.org/pubs/research_reports/RR2840.html.

and decreased discipline disparities in Pittsburgh Public Schools. Further, the study supported the importance of developing strong leadership to positively influence school climate.

In other important studies²³, data and surveys from countless schools and districts have demonstrated positive benefits, including reduced suspensions and expulsions; reduced overall behavior referrals; improved sense of community and safety; and reduced absenteeism for students and staff. Further, research studies and reports demonstrate the importance of improved school climate and social-emotional learning for supporting student well-being. Numerous government and national reports recommend restorative practices to support these goals

² Anne Gregory, Ph.D., and her colleagues at Rutgers University (2014) demonstrated that restorative practices hold promise for reducing discipline disparities.

³ A randomized controlled trial by Chris Bonnell, Elizabeth Allen, et al. (2018) in the UK showed that restorative practices reduced bullying and could have a public health benefit for children and young people.

References

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