



## District Needs Assessment Tool- DRAFT

The District Needs Assessment Tool, the District Leadership Learning Series and District Leadership Coaching are grounded in the Center for Restorative Justice at Suffolk University's research-based model for multi-year implementation of systemic cultural change. The model is intended to help leaders and learners of restorative justice anticipate and plan thoughtfully for the complexities involved with implementing deep and sustainable change over time. As they engage in their learning, district leaders will work to integrate a community responsive and inclusive approach to change leadership as they work to integrate restorative justice values and practices into their leadership practice.



District partners begin their learning journey by completing a District Needs Assessment with the support and feedback from a Center for Restorative Justice Leadership Coach. The team will use the data from the District Needs Assessment to establish clear coaching goals and a District Learning Plan for the team’s learning journey.

Areas of Progress Toward Sustained Implementation of Restorative Justice Values and Practices across District				
<b>Bring People Together</b> <ul style="list-style-type: none"> <li>● Building a common vision</li> <li>● Inclusive leadership</li> <li>● Developing an implementation strategy</li> </ul>	Not yet started	Partially planned and implemented	Mostly planned and implemented	Fully planned and implemented
<b>Internal Readiness Assessment</b>  District leaders have conducted an internal assessment of readiness to implement restorative justice that identifies strengths and areas for growth as the district prepares to implement restorative justice. This may include a review of: <ul style="list-style-type: none"> <li>● data reflecting current perspectives on restorative justice from stakeholder groups throughout the community (ex: surveys, focus groups, community forum feedback)</li> <li>● review of current and historical academic, culture and discipline data</li> <li>● gaps where new resources or programs may be needed</li> <li>● resources that may help the district support and sustain the implementation of restorative justice (staffing structures, consultants, schedules, etc)</li> <li>● current professional learning opportunities for stakeholder groups and needs for furthering</li> </ul>				

<ul style="list-style-type: none"> <li>developing understanding of restorative justice</li> <li>• structures for professional collaboration to ensure ongoing and job-embedded learning</li> <li>• evaluation of school and district capacity to implement restorative justice initiatives in concert with other planned initiatives</li> </ul>				
<p><b>Inclusive Leadership: Establish Restorative Justice Leadership Team</b></p> <ul style="list-style-type: none"> <li>• District leaders have established an initial Leadership Team as a point of entry with the goal of evolving into a leadership team of diverse and representative voices from the community (students, caregivers, staff, leadership, community partners) to co-lead the needs assessment, visioning and implementation work.</li> <li>• The purpose of the Leadership Team is clear to district leaders, participants and community members prior to the start of their work and throughout the groups' work together.</li> <li>• The Leadership Team provides ongoing counsel to district leaders to guide the various phases of implementation and continues to learn about restorative justice with district leaders throughout the implementation journey.</li> </ul>				
<p><b>Shared Community Vision</b></p> <p>A districtwide vision for restorative justice practices articulates a clear vision for restorative justice that is grounded in an equity lens and reflects the 7 core assumptions. The vision reflects the voices of all stakeholder groups (students, caregivers, staff, community partners) and is</p>				

responsive to the needs and experiences of the community.				
<p><b>Implementation Strategy</b></p> <ul style="list-style-type: none"> <li>Using their learning from community members, district leaders have developed a multi-year implementation strategy that builds on the strengths, assets and investment of community members and that includes an intentionally designed plan with adequate time to learn, practice, pilot, implement and sustain learning and implementation of restorative justice across the district over multiple years.</li> <li>The implementation plan aligns with and is embedded directly in the district's strategic plan to ensure that allocation of resources (time in schedules, staffing, professional learning, focus/attention, etc.) sets the stage for success and aligns with other strategic priorities.</li> <li>Community members have had opportunities to provide feedback on the plan prior to implementation.</li> </ul>				
<p><b>Beginning the Work</b></p> <ul style="list-style-type: none"> <li>Training early adopters</li> <li>Pilots and experimentation</li> <li>Sharing the learning</li> </ul>	Not yet started	Partially planned and implemented	Mostly planned and implemented	Fully planned and implemented
<p><b>District Leadership Culture</b></p> <p>District leaders actively engage in restorative justice learning as lead learners. They work to model restorative values and practice the restorative practices in their own leadership of the district.</p>				

<p><b>Leadership Development</b></p> <p>District leaders have developed a plan for supporting the ongoing learning and leadership development of district and school-based leaders who will be responsible for leading and modeling restorative justice practices and implementation as lead learners in the district (ongoing participation in restorative justice training, Professional Learning Communities (PLCs), leadership learning networks, routine learning from community data, participation in Restorative Justice Leadership Team, restorative justice focused leadership coaching).</p>				
<p><b>Early Adopters</b></p> <p>District leaders have identified early adopters at the district level and school level who are invested in restorative justice learning and practicing restorative practices at the district level in their schools. Those early adopters are invited to participate in ongoing training and have opportunities to gather together as a learning cohort within the district to share learning and enlist the support of colleagues and district leadership.</p>				
<p><b>Sharing the Learning</b></p> <p>Community members have regular opportunities to share their learning about and experiences with restorative justice with other community members.</p>				
<p><b>Robust Learning Opportunities</b></p> <p>District leaders have established a variety of learning opportunities for all stakeholder groups to learn about</p>				

restorative justice values and practices in ways that engage them in understanding and experiencing the practices as a community.				
<b>Whole District Roll Out</b> <ul style="list-style-type: none"> <li>• Training for all stakeholders</li> <li>• Develop internal capacity</li> <li>• Changing policies and procedures</li> <li>• Learning communities</li> </ul>	<b>Not yet started</b>	<b>Partially planned or implemented</b>	<b>Mostly planned or implemented</b>	<b>Fully planned or implemented</b>
<b>Community Responsive Communication Plan</b>  District leaders have developed a communication plan that: <ul style="list-style-type: none"> <li>• reflects their learning from the voices of their community</li> <li>• explains the vision for restorative justice and the details of the implementation plan with transparency</li> <li>• includes clear systems, structures and timelines for continuing to gather the input from community members throughout multiple years of implementation</li> <li>• includes resources and strategies for including and communicating effectively with community members for whom English and/or conventional modes of communication may not be sufficient</li> </ul>				
<b>Sustaining and Resourcing Ongoing Multi-Year Learning</b>  District leaders have developed a plan and resourcing strategy for providing ongoing learning communities and opportunities- including sustained and job-embedded learning for all staff members. The allocation of resources should allow the plan to persist with implementation during both grant/supplemental funding rich years and during years without access to significant supplemental funding.				

<p><b>Policy and Practice Review and Revision</b></p> <p>The district has developed a process for reviewing policies and practices across academics, culture and community, talent and HR and finance and operations to identify strengths and needs for deepening the integration of restorative mindset and practices. This includes codes of conduct, but also extends across all domains of policy and practice across the district. The results of these reviews directly inform revisions to policies and practices and strategic planning and resourcing decisions. The work of review and revision:</p> <ul style="list-style-type: none"> <li>• happens in genuine partnership with school leaders and integrates the voices and needs of those who will be impacted by changes</li> <li>• anticipates the training, resourcing and support needs that should be provided prior to changes being made and sustained over time</li> <li>• is proactive and routine rather than reactive and unexpected</li> <li>• takes place within reasonable timelines that set the stage for successful implementation and that take into account all strategic priorities, initiatives and complex change processes requiring the time, learning and resources of community members in the district</li> <li>• Is reflected in policies and practices across domains including hiring practices, job descriptions</li> </ul>				
<p><b>Embedding &amp; Sustaining</b></p> <ul style="list-style-type: none"> <li>• <b>Assess and reflect</b></li> <li>• <b>Communicate</b></li> <li>• <b>Celebrate</b></li> <li>• <b>Plan for sustainability</b></li> </ul>	<p><b>Not yet started</b></p>	<p><b>Partially planned or implemented</b></p>	<p><b>Mostly planned or implemented</b></p>	<p><b>Fully planned or implemented</b></p>

<p><b>Leadership Culture</b></p> <p>District and school-based leaders have integrated restorative values and practices into their leadership of the district and routinely engage in reflection and learning to strengthen their culture and competencies as lead learners of restorative justice in the district.</p>				
<p><b>Routines for Learning from Community Members</b></p> <p>The district leaders have established, value and sustain clear systems and structures for learning from the voices of the district community in order to build a culture of trust and two-way dialogue. Systems and structures are intentionally designed to include and engage all voices.</p>				
<p><b>Systems and Routines for Evaluation and Reflection</b></p> <p>The district leaders have established and are routinely implementing an evaluation plan that allows them to assess the impact of restorative justice on schools and community members, reflect and refine/adjust implementation and allocation of resources in response to their learning.</p>				
<p><b>Culture of and Rituals for Celebration or Progress and Learning</b></p> <p>District leaders have a plan for celebrating progress and learning throughout the multi-year implementation of restorative justice across the district. This includes celebrating the learning from experiments or pilots that have struggled or that have been revised in response to that learning.</p>				



<p><b>District and School Leadership Partnership</b></p> <p>District and school leaders have invested in ongoing learning about restorative practice together and have identified specific goals for integrating restorative practices across their leadership of various domains and systems: academics, culture and community, talent and HR, finance and operations, etc.</p>				
<p><b>Community Driven Leadership of Restorative Justice</b></p> <p>Clear structures and roles exist to include community members in leading and sustaining the implementation of restorative justice throughout the district (e.g., District Restorative Justice Leadership Team, School Restorative Leadership Teams, Student Leadership Council, Parent Councils).</p>				
<p><b>Plan for Sustainability</b></p> <p>District leaders have developed, communicated and appropriately resourced a plan for developing and sustaining internal capacity to lead restorative justice work and training across the district over time.</p>				