Supporting Rightful Presence
in Policy Development and Implementation



RESOURCE

MAEC Center for Education Equity

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Access the companion User Guide here

Allocation of Resources and Opportunities

Policy Name: _____ **Review Date:** _____

Policies governing the allocation of resources and opportunities establish how time, funding, personnel, instructional materials, technology, services, and learning opportunities are distributed across the educational system. These policies shape students' access to the conditions, supports, and opportunities necessary to learn, participate, and thrive. Rightful Presence calls for resource allocation policies that promote belonging, recognize the inherent value and assets of every student and family, and intentionally share decision-making authority with those most affected. Such policies also include transparent processes for monitoring equitable access, identifying disparities, and continuously improving how resources and opportunities are distributed to ensure every student has meaningful access to high-quality educational experiences.



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True Belonging

Indicator 1 — Policy Content

Policies and procedures governing the allocation of resources (e.g., time, funding, materials, technology, and staffing) ensure that decisions promote students' physical, emotional, and cultural safety, meaningful relationships, and a genuine sense of belonging.

1	2
3	4

Indicator 2 — Policy Content

Policies and procedures governing access to learning, leadership, support, and enrichment opportunities ensure that opportunities are designed to foster students' meaningful participation, connection, and sense of belonging within the school community.

1	2
3	4

Indicator 3 — Policy Process

Policies and procedures governing the allocation of resources and opportunities establish processes for regularly monitoring equitable access, identifying disparities, and taking corrective action to ensure students historically and contemporarily on the margins receive timely access to high-quality resources and opportunities.

1	2
3	4



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Shared Power

Indicator 1 — Policy Content
Policies and procedures governing the allocation of resources and opportunities establish shared decision-making structures that ensure students and families, particularly those historically and contemporarily on the margins, share authority in determining priorities for policies, programs, services, and opportunities that affect them.



Indicator 2 — Policy Process
Policies and procedures require regular evaluation of resource allocation decisions to determine whether students and families meaningfully exercised decision-making authority throughout planning, implementation, and evaluation processes.



Inherent Value

Indicator 1 — Policy Process
Policies and procedures governing resource allocation establish processes that intentionally draw upon the lived experiences, perspectives, and priorities of students and families as essential sources of expertise for strategic decision-making, particularly those furthest from opportunity.



Indicator 2 — Policy Content
Policies ensure that resources, personnel, instructional materials, and learning environments affirm the inherent value of every student by reflecting and sustaining their identities, cultures, strengths, languages, lived experiences, and ways of knowing.



Team Consensus

		Rating		Rating		Rating
True Belonging	**Indicator 1 —** Policy Content	☐	**Indicator 2 —** Policy Content	☐	**Indicator 3 —** Policy Process	☐
Shared Power	**Indicator 1 —** Policy Content	☐	**Indicator 2 —** Policy Process	☐		
Inherent Value	**Indicator 1 —** Policy Process	☐	**Indicator 2 —** Policy Content	☐		

Collective Notes



Action Plan

Action-Planning Element	Team Response
Priority finding What did the review identify?	
Supporting evidence What policy language, data, or stakeholder experiences support the finding?	
People most affected Who experiences the effects of the current policy or practice?	
Proposed improvement What should be revised, added, removed, clarified, or strengthened?	
Shared decision-making How will students, families, and community members shape the response?	
Responsible person or group Who has responsibility and authority to advance the action?	
Needed support What information, resources, learning, or partnerships are required?	
Evidence of progress What will show that the action has been implemented?	
Evidence of effect How will the team determine whether experiences or outcomes improved?	
Review point When and how will the team revisit the action?	

Management of Student Conduct

Policy Name: _____ **Review Date:** _____

Student conduct policies establish expectations for behavior, accountability, discipline, and the conditions that support safe and inclusive learning environments. Beyond defining behavioral expectations, these policies shape how students experience fairness, dignity, belonging, and trust within the school community. Rightful Presence calls for conduct policies that promote restorative, equitable, and evidence-informed approaches; recognize the inherent value of every student; and ensure that students, families, and communities share meaningful influence in the development, implementation, and continuous improvement of conduct policies. Transparent monitoring and the ongoing use of disaggregated and perception data further ensure that policies are enacted consistently and do not create or perpetuate disparities.



True Belonging

Indicator 1 — Policy Process

Policies and procedures governing student conduct establish processes for regularly reviewing implementation data (e.g., discipline referrals, suspensions, attendance, school climate, and grievance data) to identify disparities, improve consistency, and strengthen conditions that promote student safety, positive relationships, and belonging.

1	2
3	4

Indicator 2 — Policy Process

Policies require the regular collection and use of student perception data to evaluate whether conduct policies are implemented fairly, consistently, and in ways that foster students' safety, trust, and sense of belonging.

1	2
3	4



Shared Power

Indicator 1 — Policy Content
Policies and procedures governing student conduct establish shared governance structures that ensure students, families, and community members, particularly those historically and contemporarily on the margins, share authority in developing, reviewing, and revising conduct policies.

1	2
3	4

Indicator 2 — Policy Content
Policies require student conduct policies, procedures, and annual implementation data to be publicly accessible, understandable, and transparent to students, families, and community members.

1	2
3	4

Indicator 3 — Policy Process
Policies establish processes for regularly monitoring implementation using disaggregated data, publicly reporting findings, and collaboratively using the results with stakeholders to improve policy implementation and address disparities.

1	2
3	4



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Inherent Value

Indicator 1 — Policy Content
Policies governing student conduct establish standardized investigation and decision-making procedures that recognize the inherent value of every student by ensuring disciplinary decisions are based on objective evidence rather than assumptions, stereotypes, or bias.

1	2
3	4

Indicator 2 — Policy Process
Policies establish processes for regularly reviewing implementation and outcomes to identify disproportionate impacts and improve conduct policies using evidence-informed practices that affirm the inherent value of every student.

1	2
3	4



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Team Consensus

		Rating		Rating		Rating
True Belonging	**Indicator 1 —** Policy Process	☐	**Indicator 2 —** Policy Process	☐		
Shared Power	**Indicator 1 —** Policy Content	☐	**Indicator 2 —** Policy Content	☐	**Indicator 3 —** Policy Process	☐
Inherent Value	**Indicator 1 —** Policy Content	☐	**Indicator 2 —** Policy Process	☐		

Collective Notes

Action Plan

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People most affected Who experiences the effects of the current policy or practice?	
Proposed improvement What should be revised, added, removed, clarified, or strengthened?	
Shared decision-making How will students, families, and community members shape the response?	
Responsible person or group Who has responsibility and authority to advance the action?	
Needed support What information, resources, learning, or partnerships are required?	
Evidence of progress What will show that the action has been implemented?	
Evidence of effect How will the team determine whether experiences or outcomes improved?	
Review point When and how will the team revisit the action?	

Leadership and Decision-Making

Policy Name: _____ **Review Date:** _____

Leadership structures and decision-making policies establish how educational decisions are made, who participates in governance, and how responsibility and accountability are shared across the school community. These policies influence whether leadership systems foster belonging, value the knowledge and lived experiences of diverse stakeholders, and distribute decision-making authority in meaningful ways. Rightful Presence calls for leadership policies that create inclusive governance structures, recognize students, families, educators, and community members as essential contributors to educational improvement, and establish transparent processes for shared leadership, oversight, and continuous learning. Through authentic participation and shared responsibility, these policies strengthen trust, organizational coherence, and the capacity of educational systems to respond to the needs and aspirations of the communities they serve.



True Belonging

Indicator 1 — Policy Content
Policies and procedures governing leadership and decision-making establish inclusive participation structures that ensure students, families, and community members experience meaningful participation, psychological safety, and authentic influence in decisions that affect them.

1	2
3	4

Indicator 2 — Policy Content
Policies, programs, and organizational processes cultivate leadership environments in which students, families, and community members, particularly those historically and contemporarily on the margins, experience affirmation, meaningful relationships, and confidence that their voices are welcomed and respected.

1	2
3	4

Indicator 3 — Policy Process
Policies establish processes for regularly collecting and reviewing qualitative and quantitative data to evaluate whether leadership structures foster belonging, psychological safety, and meaningful participation across the school community.

1	2
3	4



Shared Power

Indicator 1 — Policy Content
Policies and procedures governing leadership and decision-making establish shared governance structures rooted in the lived experiences of the community that ensure students, families, and community members, particularly those historically and contemporarily on the margins, share authority in setting priorities, making decisions, and evaluating outcomes.

1	2
3	4

Indicator 2 — Policy Process
Policies establish representative oversight and accountability processes that monitor policy implementation, evaluate who benefits and who experiences unintended burdens, and guide continuous improvement collaboratively with those most affected by decisions.

1	2
3	4

Indicator 3 — Policy Content
Policies establish co-governance structures that ensure students, families, and community members share formal decision-making authority with educational leaders through agenda-setting, deliberation, and voting or consensus-based decision-making processes.

1	2
3	4

Inherent Value

Indicator 1 — Policy Content
Policies governing school board and leadership decision-making recognize the inherent value of students, families, educators, and community members by ensuring their lived experiences, perspectives, and expertise are treated as essential sources of knowledge in policy development and organizational decision-making.

1	2
3	4

Indicator 2 — Policy Content
Policies governing decision-making authority recognize that expertise resides throughout the school community and require decisions to intentionally incorporate the lived experiences and diverse perspectives of those most affected.

1	2
3	4

Team Consensus

		Rating		Rating		Rating
True Belonging	**Indicator 1 —** Policy Content	☐	**Indicator 2 —** Policy Content	☐	**Indicator 3 —** Policy Process	☐
Shared Power	**Indicator 1 —** Policy Content	☐	**Indicator 2 —** Policy Process	☐	**Indicator 3 —** Policy Content	☐
Inherent Value	**Indicator 1 —** Policy Content	☐	**Indicator 2 —** Policy Content	☐		

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Responsible person or group Who has responsibility and authority to advance the action?	
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Review point When and how will the team revisit the action?	

The distribution of indicator types across content and process categories.

Policy Area	Content	Process
Allocation of Resources and Opportunities	4	3
Management of Student Conduct	3	4
Leadership and Decision-Making	6	2

References

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