

Equity Councils may choose to use this advisement process to guide their work in producing and delivering advisements based on current district/charter policies, programs, and procedures that may inform the advisement(s), including a focus on student's furthest from opportunity and the Martinez and Yazzie Readiness Assessment (RA).

<p>STEP ONE: RESEARCH & REVIEW</p>	<p>Purpose: To research and review relevant local level information to design an impactful advisement for change.</p>	<p><i>The Equity Council should hold students, the Readiness Assessment data, their CLR Framework, and the district/charter school's equity statement at the forefront of this step.</i></p> <p><i>Other relevant data: the Culturally and Linguistically Responsive (CLR) Schooling by Design Inventory, current district policies, programs, procedures, the results of an annual policy review, assessment data, research articles that inform equity, and any data or information that informs the local context.</i></p>
<p>STEP TWO: ENGAGEMENT</p>	<p>Purpose: To build relationships with community while engaging in the advisement process.</p>	<p><i>Using the results of STEP 1, the Equity Council engages students, families, school community, Tribes, and other community members to generate ideas about what they want to advise.</i></p> <p><i>This process should begin with the district/charter school's definition of equity and the RA data at the center to ensure the advisement is based on student needs.</i></p>
<p>STEP THREE: CONSENSUS* AND ADVISEMENT DESIGN</p>	<p>Purpose: To provide room for all voices to give input and begin the design process.</p>	<p><i>Using the results of STEP 2, the Equity Council and community come to consensus on what is most important to include in the advisement.</i></p> <p><i>The Equity Council designs a student-centered advisement package using the advisement template.</i></p>
<p>STEP FOUR: DELIVER ADVISEMENT</p>	<p>Purpose: To deliver the advisement to the indented person/group.</p>	<p><i>The Equity Council delivers the advisement and includes students, families, school community, Tribes, and other community members in the presentation.</i></p>
<p>STEP FIVE: ACCOUNTABILITY</p>	<p>Purpose: To ask the advisee about the status of the requests in the advisement package.</p>	<p><i>The Equity Council meets with the advisee to request a status update on the advisement package. Some possible questions: Has the advisement been implemented? What have been the challenges? How can the Equity Council support? What could we do differently next year?</i></p>

*Consensus builds trusting, open relationships that are transparent in nature, while providing room for all to have a voice when defining equitable solutions for students and families.