School Climate and Affirmative Action		
Purpose: Explore the methods being used to ensure equitable access to CTE programs for all students while considering the schools overall behavior policies and learning environment.		
Focus	**Possible Areas for Consideration**	**Examples of Potential Evidence**
School Culture Self-Study Questions: Q1, Q2, Q3, Q4, Q5	• Physical space • Student Experience • Collaboration between programs • Student/faculty engagement • Instances celebrating student/instructional success • School vision/mission articulated and known • Leadership team actively engaged with students/staff • Awareness of CTE programming • Diversity, Equity, and Inclusion activities • Inclusion of special populations	• Interview notes • Observation of school's physical space • Examples of collaboration between programs • Visual representation of vision/mission
Interpersonal Relationships and Communication Self-Study Questions: Q6, Q7, Q8, Q9	• Student and parent relationship with staff • Relationship between instructors and student support personnel • Staff relationship with sending school • Presence of leadership (visibility) • Peer to peer student interaction	• Interviews and Observation • Staff/Parent communication policy • Disciplinary Policy
Affirmative Action Self-Study Questions: Q10, Q11, Q12, Q13, Q14, Q15, Q16, Q17	• Affirmative Action Policy • Affirmative Action Officer Identified and Trained • Grievance Policy (Students/Staff) • Nondiscrimination Statement • Harassment/Bullying Policy	• Provide policies • Copy AAO training certification • Copy of Nondiscrimination Notice