# Appendix E

**Electronic Notebook: Table of Contents**

This is your table of contents and checklist for your electronic notebook. Documents in your notebook must follow the order outlined below. Please indicate the page number(s) where each document can be found in the electronic notebook.

1. **Administrative Issues**

|  |  |  |
| --- | --- | --- |
| **Item** | **Page # in Notebook** | **Included in Notebook** |
| a | Provide a copy of the district ***Annual* *Public Notice of Nondiscrimination,*** as required in the *Guidelines,* issuedprior to the beginning of the current school. **Include actual publication/notification date(s).**  |  | ☐ Yes  |
| b | Provide examples of continuous notification of nondiscrimination for both employees and students.  |  | ☐ Yes  |
| c | Provide documents that identify and provide contact information for the Title IX, Section 504, and Title II Compliance Officers (Contact information: Title, Address and Phone Number).  |  | ☐ Yes  |
|  | i | If the school has fifteen or more employees, provide the name of the designated employee(s) that coordinate(s) Section 504 compliance efforts |  | ☐ Yes ☐ N/A |
|  | ii | If the school has more than fifty employees, provide the name of the designated employee(s) that coordinate(s) Title II compliance |  | ☐ Yes ☐ N/A |
| d | Provide copies of the **Board of Education’s** nondiscrimination p*olicies:*  |  | ☐ Yes  |
|  | i | Title IX policies and procedures (including but not limited to sexual harassment) |  | ☐ Yes  |
|  | ii | Section 504 Policies and Procedures |  | ☐ Yes  |
|  | iii | Title V policies and procedures (race, color, national origin) |  | ☐ Yes  |
|  | iv | Equal Employment Opportunity and Equal Educational Opportunity |  | ☐ Yes  |
|  | Provide documentation/evidence that English Learner (EL) students and their families receive public nondiscrimination notices in their own language. |  | ☐ Yes ☐ N/A |
| f | Provide copies of the **District’s** Title IX/Section 504 *Grievance Policy and Complaint Procedures* for both students **and** employeesregarding discrimination issues (and complaint forms, if relevant). |  | ☐ Yes |

# Appendix E Continued

**Electronic Notebook: Table of Contents**

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1. **Access and Admission to Career and Technical Education Courses**

|  |  |  |
| --- | --- | --- |
| **Item** | **Page # in Notebook** | **Included in Notebook** |
| a. | Provide copies of registration information, admissions policies/requirements and related enrollment materials for students. Also include documentation showing prerequisites for CTE courses/programs that are written in a language other than English (if applicable); and provide copies if written in another language. |  | ☐ Yes  |
| b. | Provide copies of any CTE program area recruitment or marketing materials, brochures, flyers, DVD/CDs and/or websites used to advertise CTE to students, parents, etc. Include copies provided in a language other than English (if applicable). |  | ☐ Yes ☐ N/A |
| c. | Provide a copy of the most current *Course Description Booklet/Course Catalog* ***by DATE.*** |  | ☐ Yes  |
| d. | Provide a copy of the most current *Student Handbook and Parent Handbook (if a separate document).* |  | ☐ Yes  |
| e. | Provide copies of the procedures and materials used to identify and assess EL students. |  | ☐ Yes  |
| f. | Provide documentation of any language related support services provided for EL students to include means used by counselors to communicate with and provide services to EL students/families **and** students with sensory impairments. |  | ☐ Yes  |
| g. | Provide copies of the process and materials used to identify and assess students with disabilities. |  | ☐ Yes  |
| h. | Provide a copy of the policy for providing aides, accommodations and services.  |  | ☐ Yes  |
| i. | Identify the supplementary aids, equipment and services provided to students with disabilities. |  | ☐ Yes  |

# Appendix E Continued

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**III. Nondiscriminatory Counseling Activities**

|  |  |  |
| --- | --- | --- |
| **Item** ***Limit examples/documents to no more than 3 per item*** | **Page # in Notebook** | **Included in Notebook** |
| a. | Provide examples of materials used for counseling, promotional and recruitment efforts including brochures, posters pamphlets, CDs, DVDs, websites, etc.  |  | ☐ Yes ☐ N/A |
| b. | Provide examples of pre-enrollment counseling activities.  |  | ☐ Yes  |
| c. | Describe the process to identify disproportionate enrollment and the efforts made to correct disproportionate program enrollment by disability, sex, race/ethnicity, or EL status.  |  | ☐ Yes  |

**IV. Equal Access and Treatment in Cooperative Education Programs/Internships**

|  |  |  |
| --- | --- | --- |
| **Item** | **Page # in Notebook** | **Included in Notebook** |
| a. | Provide copies of any WBL/Co-Op/Internship training program applications. |  | ☐ Yes ☐ N/A |
| b. | Provide copies of employer training agreements and training plans, including Special Education employers. Provide samples (5 minimum – 10 maximum) showing a diverse spectrum of employee CTE Programs.*Please do not send a document with student information.* |  | ☐ Yes ☐ N/A |
| c. | Provide documentation that identifies the process for admission to any cooperative education or internship program. |  | ☐ Yes ☐ N/A |

**Employee Demographic Table**

Please complete the chart below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Females** | **Males** | **Minorities** | **Caucasians** | **Non-Native Speaker** | **Staff with Disabilities** |
| **Total Current School Staff** |  |  |  |  |  |  |
| **Newly Hired Employees**  |  |  |  |  |  |  |
| **Total Current CTE Staff** |  |  |  |  |  |  |
| **Total Current CTE Recruitment Team** |  |  |  |  |  |  |

# Appendix E Continued

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**V. Employment of Faculty and Staff**

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| --- | --- | --- |
| **Item** | **Page # in Notebook** | **Included in Notebook** |
| A | Provide a copy of employment and hiring policies. |  | ☐ Yes  |
| B | Provide copies of job postings for recent certified and classified staff positions for the current school year. |  | ☐ Yes  |
| C | Provide copies of application forms for teachers. |  | ☐ Yes  |
| D | Provide copies of any promotional materials used for staff recruitment and a description of other recruitment efforts. |  | ☐ Yes  |
| E | Provide a copy of the most current employee handbook. |  | ☐ Yes ☐ N/A |
| F | Provide a list of any district professional or staff development activities that have trained staff to be sensitive to issues of discrimination based on race, color, national origin, sex and disability. |  | ☐ Yes  |

**VI. Facilities Information**

|  |  |  |
| --- | --- | --- |
| **Item** | **Page # in Notebook** | **Included in Notebook** |
| a. | Provide a legible *campus map* *and complete the campus key* below for the high school. Make sure ***all*** buildings are clearly labeled with an alphabet and ***all*** parking lots clearly labeled with a number.  |  | ☐ Yes  |
| b. | Provide a brief summary description of your campus. This would include total number of buildings, parking lots and general layout (e.g. two-story building). |  | ☐ Yes  |

**Buildings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Building Letter/ Name** | **Date of Original Construction** | **Date of Alteration\*** | **Accessibility Standard Used *(If Known)*** | **Program Housed in Building** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

***\*Alteration –*** *An alteration is a change to a building or facility that affects or could affect the usability of the building or facility. Normal maintenance, reroofing, painting or wallpapering are not alterations unless they affect the usability of the building or facility.*

# Appendix E Continued

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**Parking Lots**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
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|  |  |  |  |  |

***\*Alteration*** *–Please list the latter of the two dates (constructed or altered). For parking lots, restriping only is not considered an alteration.*

**Alteration Notes**

Please describe the alterations made to any buildings and/or parking lots noted in the tables above.

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
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