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| Florida Department of Education | | |
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| Top of Form  **Parent Involvement Plan Online Submission**   |  |  | | --- | --- | | **Welcome MEADOWLAWN MIDDLE SCHOOL** | **|** [**Main Menu**](https://app1.fldoe.org/bsa/ParentInvolvementPlan/MainMenu.aspx) **| | |** [**Change Password**](https://app1.fldoe.org/bsa/ParentInvolvementPlan/changePW.aspx) **|** [**Log Out**](https://app1.fldoe.org/bsa/ParentInvolvementPlan/logout.aspx) |   **MEADOWLAWN MIDDLE SCHOOL Title I, Part A Parental Involvement Plan**    Bottom of Form |  |  |

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| Top of Form  I, Ursula Parris, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.  **Assurances**   * The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA; * Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)]; * Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)]; * Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)]; * Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118(a)(E)]; * If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)]; * Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)]; * Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and * Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h) (6)(A)].  |  |  | | --- | --- | | **Signature of Principal or Designee** | Date Signed |   **Mission Statement**  Parental Involvement Mission Statement (Optional)   |  | | --- | | **Response:** Meadowlawn Middle School will partner with our parents and school community to create a productive learning environment focused on producing self-disciplined students who will develop skills to become life-long learners. |   **Involvement of Parents**  Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].   |  | | --- | | **Response:** We hold a Title I Annual meeting at which parents receive budget, Parents right to know and Title I compact.  We use SAC, and Parents Teacher Student Association (PTSA) meetings, three times a week parent conference dates, two annual Bring Your Parent to School days, four parent information nights, parent surveys and other activities to gather parent input regarding our Tile I program and budget. |   **Coordination and Integration**  Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].   |  |  |  | | --- | --- | --- | | **count** | **Program** | **Coordination** | | 1 | Title II | Instructional support in the form of a reading, math, science and MTSS coach and grade level Guidance Counselors will conduct parent meetings to clarify academic goals related to FSA, school grades and projects, SRI and District common assessments in all academic areas. | | 2 | IDEA | Title I resources will be used to provide additional support and included in the students’ IEP and discussed with the parent during scheduled meetings at the parents convenience. | | 3 | ESOL | The ESOL teacher and ESOL Bilingual assistant will attend most Title I events and assist in providing translated documents and translation services in the parents native language for both parent and student. |   **Annual Parent Meeting**  Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c) (1)].   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** | | 1 | Collate and maintain documents | Title I coordinator | August 2017-May 2018 | Title I Electronic Audit Box | | 2 | Develop documents needed for Title I program such as action Plans, surveys and agendas | Assistant Principal | August-September 2018 | Surveys and presentation documents. | | 3 | Advertise and publicize events | Principal/Webmaster | August-September 2018 | School messenger reports, End of grading period newsletter, Marquee and website. |   **Flexible Parent Meetings**  Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].   |  | | --- | | **Response:** MMS will schedule meetings using data obtained from parent surveys given in August/September orientations, September 07, 2017 Annual Title I Parent Meeting and September's Back to School Night to ensure meetings and school activities are scheduled at varying dates and times during the day to make it easy for parents to attend. If the scheduled meetings do not meet all needs as reflected in survey results, additional options such as home visits, personal family meetings, meeting notes and minutes sent home, phone conferences, meetings at various alternate sites close to family residences such as the various recreational centers that serve the communities from which our students are represented. |   **Building Capacity**  Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** | | 1 | Bring Your Parents to School Day | Principal | Opportunity for parents to spend the day sharing the students’ classroom reviewing their child's three inch 3 ring binder other school activities with their child during the entire school day. Parents may arrive and leave or return at the convenience during the day. Parental visits for entire class periods provides clear expectations that the child is required to meet. This knowledge should help support and direct their child's learning which should lead to improved grades during the school year | 10/14/2018 and 3/23/2019 | Improved school grades in student’s classes. | | 2 | Finance Park | 8th Grade Social Studies Teachers | Understanding of work requirements and management of financial resources and real world applications. Connecting student learning to real world applications has been shown to increase overall student achievement. | 12/2018 | Improved grades in Social Studies classes. | | 3 | Curriculum Nights | PLC Leaders | Parents learn about resources available in the community to support their child. See and discuss their child’s work and projects with their child. Parental involvement and student participation in science fair projects has led to an increase of 7% in the number of 8th grade students scoring at the level3 or better on the FSA test. | SS-TBA; Science Night -TBA Health & Wellness Night TBA.  ESOL night- Sept 4th | Improved FSA scores. Completion and display of science fair and history fair projects. Attendance log at various presentations. | | 4 | Open House | Administrative Team | Receive information and services available in the classes student is currently attending. This should help improve the number of students making Honor Roll and Principal's List in their core academic classes. | 9/06/2018 | Improved school grades for students attending open house night. | | 5 | School Tours | Grade level guidance counselor | To learn about resources and academic supports available in the school. Providing school tours increase the opportunity to provide a more diverse student population that has been shown to have an impact in improving the overall academic achievement of all students. | 11/2018-5/10/19 | Reduced referrals, increased attendance which should increase grades. | | 6 | Incoming Student Orientations | Grade level administrators | Ensure student and parent are informed of academic and social opportunities within the school to ensure student participates in the most rigorous and enriching curriculum while at the school. Students taking more challenging course work should lead to an increase of the number of students new to the school scoring at the Level 3 and higher on the FSA tests. | 2/2019-5/2019 | Improved academic scores. | | 7 | Parent Conferences | Grade level guidance counselor | Parents get to meet with their child's teachers to obtain first hand report on academic and social development of their child. This should support and lead to an increase in the number of Level1 and 2 students making learning gains on the annual FSA tests. Schedule is 6th Graders Monday, 7th Graders Tuesday and 8th Graders Thursday of each school week. | 8/2018-5/2019 | Conference with interventions and suggested supports. Improved grades. Survey data |   **Staff Training**  Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** | | 1 | WICOR Strategies | AVID Site Team | Research based AVID strategies to improve instruction and therefore lesson referrals while increase student achievement. | ongoing at PLC meetings and Tier 3 meetings | Reduction of referrals from the classroom by 10% this school year. Improved relationships and communications with families. | | 2 | FSA Chats/Parent Involvement | APC | Knowledge of academic requirements in order to share with parents. Areas of strength and opportunities for improvement. Planning and goal setting should lead to an increase in the number of students scoring at Level 3 or better on the FCAT and EOC tests. | 3/2/19 | Student led parent conferences. Provide information to help their child improve both school grades and standardized test scores. | | 3 | Curriculum Nights- Training | Reading/Math Coaches | By providing teachers with guidelines on items essential for their curriculum nights to ensure that a component covers how families can support the improved performance of their child in the subject matter covered during the curriculum night families are better able to support and guide their child. As a result their child's academic grades will go up and thus contribute to improved academic results. | Dates TBD | Improved grades in core content subjects. | | 4 | Marzano Trainings | The administrators | Improved student performance on state assessments and quarterly school grades. | 8/2018 to 5/2018. | Reduction of the number of students receiving grades of F in core classes when quarterly report cards are released. |   **Other Activities**  Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].   |  | | --- | | **Response:** Meadowlawn Middle will implement the following additional activities:  1. Establish a Title I Parent Resource Center in the Front Office at the school dedicated to providing books and other resources available for check out by parents.  2. Family and Community Liaison will provide a short newsletter listing community resources to provide support and enrichment for their child. The newsletter will also include tips for supporting their child academically and socially.  3. Provide walk in training during school hours on the use of Portal/Focus to gain access to their child's academic, attendance and behavior records at their convenience.  4. Provide school information in various languages.  5. Encourage teachers and other staff members to help parents become more involved in ways that may not require that the parent be present in school or attend school events.  6. Create and maintain teacher websites and provide short classroom newsletters to keep parents abreast of events in their child's classes.  7. Maintaining and updating the Title I information area in the front office to ensure accurate and current information and resources is always available.   8. Send a postcard letter home by mail when a child has been absent from school more than three days in a semester.  9. Update upcoming events through our Meadowlawn Facebook account. |   **Communication**  Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:   * Timely information about the Title I programs [Section 1118(c)(4)(A)]; * Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]; * If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and * If the school wide program plan under Section 1114 (b) (2) is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].  |  | | --- | | **Response:** At Lancer Pride Day 8/11/18 parents received information on the school Title I goals and proposed activities.   Updates, general information, federal Title 1 regulations, requirements and opportunities will be provided at each school based parent event to receive information and provide input to the ongoing activities and goals of the school's Title 1 program.    On September 06, 2018 at the annual Title I parent meeting information will be presented about the Title I program, curriculum and academic assessments. Parents learned about the school wide programs, like our Lancer reading program, the daily use of the agenda/planner provided free to each child to enhance communication with families, the use by each student of a three inch, three ring binder to improve organizational skills, and the use of I Ready as a school resource that is web-based and useful for both enrichment and remediation in reading. Parents will learn how to schedule parent conferences. We will share information about opportunities for participation in school events, and activities.     At the conclusion of the general meeting, parents will be invited to visit their child's classrooms to meet the teachers. At this time, teachers will provide parents information about their subject matter, testing and evaluation procedures and offer suggestions on how parents may support their child's learning at home. Parents will be asked to sign in at designated classrooms and the Tile I coordinator will maintain these records.     Sources of information will include the school Marquee, website, nine week newsletter sent home with each report card, post cards mailed concerning three or more absences of any student, weekly principals school messenger phone call/email and or SMS message to all families. The school SAC and PTSA will be another outlet to share information about the school. Emails and text messages to over 900 of our families will be used to provide short updates on procedures and upcoming events. |   **Accessibility**  Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].   |  | | --- | | **Response:** Title I documents and other parental information notices will be made available in English, Spanish, and Arabic. The district's Foreign language office will be a key resource in accomplishing this goal.  American sign language services are also available as needed through a teacher on site and district services.  Translation services will be made available for parent conferences and in the front office to ensure that parents can fully participate in meetings.  The PIP summary will be used to outline the major components of the school's parental involvement plan and will be available in hard copy in the Title I parent Center located in the main office of the school.  The full PIP document will be available for review in the front office and posted on the school's website.  Additionally, various alternative methods obtained from surveys and requests by parents will be used for communication.   The principal will monitor the various subgroups represented in the school and reach out to a representative of each sub-group to determine if the school is providing information to parents in a language they can understand.  Reasonable accommodations will be made for parents with disabilities. |   **Discretionary Activities**  Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:  X Not Applicable  **Upload Evidence of Input from Parents**  Upload evidence of parent input in the development of the plan.   |  | | --- | | [Uploaded Document](https://app1.fldoe.org/bsa/ParentInvolvementPlan/fileUploads/522321_2016-2017_uploadEvidenceParentInput.pdf) |   **Upload Parent-School Compact**  Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  Upload an electronic version of the Parent-School Compact.   |  | | --- | | [Uploaded Document](https://app1.fldoe.org/bsa/ParentInvolvementPlan/fileUploads/522321_2016-2017_uploadCompact.docx) |   **Upload Evidence of Parent Involvement in Development of Parent-School Compact**  Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].  Upload evidence of parent input in the development of the compact.   |  | | --- | | [Uploaded Document](https://app1.fldoe.org/bsa/ParentInvolvementPlan/fileUploads/522321_2016-2017_uploadCompactEvidence.docx) |   **Evaluation of the previous year's Parental Involvement Plan**  **Building Capacity Summary**  Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** | | 1 | Parent Conferences | 104 | 400 | Opportunities to receive personal feedback on the needs of their child. Better support should improve grades | | 2 | Student Orientations | 3 | 350 | A better understanding of school offerings allow students to select the most appropriate classes for their child's academic success | | 3 | School Tours | 3 | 46 | Families learn opportunities avavilable for their child. Better understanding of school opportunities allow for better selection and thus motivation to get better grades. | | 4 | Open House | 1 | 742 | Meeting and learning from teachers about the curriculum allows better family support for students and thus better grades. | | 5 | Curriculum Nights | 2 | 525 | Students motivation and pride increase when they share their acacdemic work with their parents. This motivation should increase grades. | | 6 | Finance Park | 3 | 26 | 8th Grade students learn about Finance, budgeting and other costs of running a household. This real world expoerience leads to higher engagement and better grades. | | 7 | Bring Your Parent To School Day | 2 | 266 | Spending the day or some part of the day in classes better prepares parents to assist their child at home. Leading to better academic performance | | 8 | VIP Breakfasts. | 10 | 323 | Student recognition in the presence of their families motivates students and leads to higher grades. |   **Staff Training Summary**  Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** | | 1 | WICOR strategies | 1 | 63 | Strategies available to both students and parents allows parents to better assist/support their child. | | 2 | Lesson planning | ongoing | 63 | How to effectively plan tasks aligned to the complexity of the standard. | | 3 | Data analysis | ongoing | 57 | Training teachers to clearly explain how scores are earned and recorded for standardized tests allows students to take ownership of their learning leading to better grades. |   **Barriers**  Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].   |  |  |  | | --- | --- | --- | | **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** | | 1 | transportation - Black and Hispanic | Flexible meeting times | | 2 | Language - Hispanic. | Use of multiple translators to help small groups of parents | | 3 | work schedules-Hispanic | Flexible meeting times. | | 4 | Selection of the most important school based activities that capture the most parent interest. | Smaller and more targeted surveys will be done on a more frequent basis whenever we have a group of parents on campus for any activity. This should allow us to capture a better cross section of our family’s needs. Surveys |   If you have questions contact Brittney Daniels at [danielsbr@pcsb.org](mailto:danielsbr@pcsb.org) or 727-893-2988, ext: 2007.  Bottom of Form |
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