

Q1.

**Teacher Education And Mentoring (TEAM) Program**  
**2019-2022 THREE-YEAR DISTRICT SUPPORT PLAN FOR**  
**BEGINNING TEACHERS AND MENTORS**

Per state statute 10-145o, local and regional boards of education shall develop a three-year teacher education and mentoring plan.

Please enter your plan by completing each section below.

Q7. District Information

Name of District	Milford Public Schools
Superintendent Name	Dr. Anna Cutaia
District Facilitator (DF)	Amy Lynn Fedigan
DF Email	afedigan@milforded.org
DF Phone Number	2037678585

Q3.

**TEAM Coordinating Committee (TCC)**

Local and regional boards of education shall form a local or regional coordinating committee or committees, with representatives of the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, based on district size, to guide the activities outlined in the three-year teacher education and mentoring plan.

List the TEAM Coordinating Committee member names and their roles:

Name/Role	MaryEllen Coloski / Representative of the Teachers' Bargaining Unit
Name/Role	Gail Krois - Principal, Meadowside Elementary School
Name/Role	Meghan Hudson - Art Teacher
Name/Role	Laurie Macallister - Fifth Grade Teacher, Calf Pen Meadow Elementary School
Name/Role	Shannon Saleski – Teacher Leader, Orange Avenue Elementary School
Name/Role	Jen Hoerner – Teacher Leader, Pumpkin Delight Elementary School
Name/Role	Melissa Smith - Science Teacher, Joseph A. Foran High School
Name/Role	Erin Marschner - Teacher Leader, Calf Pen Meadow Elementary School

Name/Role

Add additional names here:

Q4. Describe the timeline for the TCC to meet. Include in the plan when the TCC will meet with central office personnel, principals and mentors.

Fall 2019 Review annual TEAM District Facilitator annual meeting Share-out of MPS TEAM Orientation for beginning teachers and mentors District held Mentor Training in July of 2019 (7 new mentors to district) Revise current TCC three year plan Look to see if we need new TCC members and develop protocols for hiring them Complete annual TEAM reviewer training (when it becomes available) Evaluate ongoing professional learning plan for alignment to district focus and TEAM desired outcomes Decide to stay on the Regional Review using Dashboard Winter 2020 Introduce and welcome new TCC members Discuss needs of the committee and if any mentor/mentee needs have come up Regional review of papers (Each TCC Paper Reviewer to review 5 papers in the winter and notify the District Facilitator when completed for stipend compensation). (Note: each reviewer may only review a maximum of 10 papers annually.) Spring 2020 Regional review of papers (Each TCC Paper Reviewer to review 5 papers in the spring and notify the District Facilitator when completed for stipend compensation). (Note: each reviewer may only review a maximum of 10 papers annually.) Revisit current and potential new roles in the TEAM process Assess progress toward our MPS Three-Year TEAM Plan Plan for New Mentor Workshop Set Fall date for Team Reviewer Training Set Fall date for TEAM Orientation (meeting for beginning teachers and mentors) Fall 2020 Review and revise three year plan and incorporate Milford's professional learning Review annual TEAM District Facilitator annual meeting Share-out of MPS TEAM Orientation for beginning teachers and mentors District held Mentor Training in summer Revise current TCC three year plan Look to see if we need new TCC members and develop protocols for hiring them Complete annual TEAM reviewer training Evaluate ongoing professional learning plan for alignment to district focus and TEAM desired outcomes Decide to stay on the Regional Review using Dashboard Winter 2021 Introduce and welcome new TCC members Discuss needs of the committee and if any mentor/mentee needs have come up Regional review of papers (Each TCC Paper Reviewer to review 5 papers in the winter and notify the District Facilitator when completed for stipend compensation). (Note: each reviewer may only review a maximum of 10 papers annually.) Spring 2021 Regional review of papers (Each TCC Paper Reviewer to review 5 papers in the spring and notify the District Facilitator when completed for stipend compensation). (Note: each reviewer may only review a maximum of 10 papers annually.) Revisit current and potential new roles in the TEAM process Assess progress toward our MPS Three-Year TEAM Plan Plan for New Mentor Workshop Set Fall date for Team Reviewer Training Set Fall date for TEAM Orientation (meeting for beginning teachers and mentors) Fall 2021 Review and revise three year plan and incorporate Milford's professional learning Review annual TEAM District Facilitator annual meeting Share-out of MPS TEAM Orientation for beginning teachers and mentors District held Mentor Training in July of 2019 (8 new mentors to district) Revise current TCC three year plan Look to see if we need new TCC members and develop protocols for hiring them Complete annual TEAM reviewer training Evaluate ongoing professional learning plan for alignment to district focus and TEAM desired outcomes Decide to stay on the Regional Review using Dashboard Winter 2022 Introduce and welcome new TCC members Discuss needs of the committee and if any mentor/mentee needs have come up Regional review of papers (Each TCC Paper Reviewer to review 5 papers in the winter and notify the District Facilitator when completed for stipend compensation). (Note: each reviewer may only review a maximum of 10 papers annually.) Spring 2022 Regional review of papers (Each TCC Paper Reviewer to review 5 papers in the spring and notify the District Facilitator when completed for stipend compensation). (Note: each reviewer may only review a maximum of 10 papers annually.) Revisit current and potential new roles in the TEAM process Assess progress toward our MPS Three-Year TEAM Plan Plan for New Mentor Workshop Set Fall date for Team Reviewer Training Set Fall date for TEAM Orientation (meeting for beginning teachers and mentors) Consider TEAM updates provided by CSDE and use to develop new district 3 year plan

Q48.  
District Facilitator (DF)

The District Facilitator must be a certified teacher or a certified administrator in the district who will lead the TEAM Coordinating Committee and function as liaison between the CSDE, the district, beginning teachers, and mentors regarding requirements of the TEAM program.

The superintendent is asked to appoint the individual (DF) who will be responsible for the facilitation of the TEAM Program in the district. A DF may continue to serve in the role for multiple years. However, when a new DF is appointed, the superintendent must notify the CSDE by sending an email to Gady Weiner at [gady.weiner@ct.gov](mailto:gady.weiner@ct.gov)

For a full description of the role and responsibilities, please see the [TEAM Program Manual](#).

- The superintendent has appointed the following individual to the role of DF:

Amy L. Fedigan Assistant Superintendent of Teaching and Learning

Q6. Goals, Activities and Budget

Local and regional school districts shall develop a three-year teacher education and mentoring plan that

incorporates the Department of Education's goals and instructional priorities, as well as any local considerations based on community and student needs. The plan shall include a statement of three-year objectives related to the state's goal statement for the teacher education and mentoring program.

**The Mission of the TEAM Program: *To promote excellence, equity and higher achievement for Connecticut students by engaging teachers in purposeful exploration of practice through guided support and personal reflection.***

**The goals of the TEAM Program are to:**

- Provide all beginning teachers with the support they need to develop as effective educators;
- Ease the beginning teacher's transition into the teaching profession in order to retain effective teachers;
- Develop teachers who are reflective practitioners, able to critically assess their practice against CT's teaching standards, and are committed to continuous professional learning;
- Cultivate an understanding of the professional responsibilities of an educator;
- Foster collaborative learning communities for all educators; and
- Provide excellent teachers the opportunity to develop as educational leaders.

Q7. List your district's three-year objectives related to the state's mission and goal statement for the Teacher Education And Mentoring Program.

*(Consider: alignment to district/school initiatives related to teaching and learning; teacher retention, professional development, etc.)*

1. Cultivate a collaborative, supportive and reflective culture which supports the professional learning and growth of beginning teachers and mentors ensuring student success. 2. Establish the practice of learning-focused mentoring. 3. Develop an understanding of the professional responsibilities of an educator while promoting adult learner agency so that all teachers have the opportunity to develop as educational leaders.

**Q8.** Local and regional boards of education shall:

1. ensure substitute teacher coverage for mentors and beginning teachers to participate in the activities and modules required in the three-year teacher education and mentoring plan;
2. communicate regularly with beginning teachers about training opportunities, state-wide workshops and support group work;
3. coordinate the teacher education and mentoring program and teacher evaluation and supervision program, provided they are kept separate;
4. take steps to make time available, as needed, to help teachers achieve the goals of their mentoring plans;
5. coordinate the activities and schedules of mentors and beginning teachers to ensure faithful implementation of the district plan; and
6. submit annual report on mentor-teacher activities to the superintendent or director for review and approval.

**Q9.**

For each of the following requirements, check those that that your LEA is currently implementing, or, in the space provided, describe your plan for how the LEA plans to implement the requirement.

1. Ensure substitute teacher coverage for mentors and beginning teachers to participate in the activities and modules required in the three-year teacher education and mentoring plan.

2. Communicate regularly with beginning teachers about training opportunities, state-wide workshops and support group work.

3. Coordinate the teacher education and mentoring program (TEAM) and teacher evaluation and support , provided they are kept separate.

- 4. Ensure mentors and beginning teachers have time to meet by coordinating their activities and schedules to ensure faithful implementation of the TEAM Program.

- 5. Submit an annual report on mentor-teacher activities to the superintendent or director for review and approval.

**Q10.** Local and regional boards of education will develop an annual budget to support the activities detailed in the three-year teacher education and mentoring plan and submit such budget annually to the Department of Education to receive state assistance for such activities. The CSDE will allocate funding directly to LEAs to offset the costs of TEAM implementation based on student population in the LEA.

Identify the areas that the LEA will use the allocated TEAM funding to support beginning teacher induction:  
*(select all that apply)*

- Mentor Stipends**
- Data system**
- Mentor/cooperating teacher training**
-

Q58.

Module Five - Professional Responsibility

Module Five Facilitated Conversations are meant to raise teachers' level of awareness about responsible, professional behavior. Districts have the opportunity to select the facilitator for the discussion of the scenarios. It is recommended that the facilitator be knowledgeable about district policies and procedures as well as the *Code of Professional Responsibility for Educators* within the *Common Core of Teaching*. Facilitators could be the District Facilitators, Human Resource Directors, Building Administrators; Central Office Administrators; or Teacher Leaders.

Q12. Who will facilitate Module Five?

- The District Facilitator
- Human Resource Director
- Central Office Administrator
- Building Administrator
- Teacher Leader

Q13. When will Module Five be conducted?

- At the beginning of the first year of teaching
- Mid-year of the first year of teaching
- Beginning of the second year of teaching
- Mid-year of the second year of teaching
- Other

Q14. How will Module Five be structured?

- Beginning teachers only
- Beginning teachers and their mentors
- Beginning teachers, mentors and experienced staff
- Other

Q15. How will teachers document the completion of Module Five?

Q24.

Mentors

Local and regional boards of education shall develop a three-year teacher education and mentoring plan that includes a description of the process used to select mentors and assign them to beginning teachers, based on subject areas, grade levels, and needs; and a description of the process to ensure mentors are trained and updated in best practices and essential knowledge.

*Those persons eligible to serve as mentors for such programs shall hold a provisional educator certificate or a professional educator certificate pursuant to section 10-145s, and have at least three years teaching experience in Connecticut, including at least one year of experience in the district in which they are presently employed. Retired certified teachers may also serve as mentors, provided they successfully complete a mentor training program.*

Q17. Describe the criteria and process used to recruit and select mentors who meet the statutory criteria (see above).

Mentor Recruitment The District TEAM website will provide an overview of TEAM and the Mentor and Cooperating Teacher application process to all teachers and administrators. Principals will reinforce TEAM information and encourage staff to complete application forms and/or attend district TEAM information sessions. Principals should be especially cognizant of anticipated openings and building mentor needs. New Mentors will need to follow the application process outlined below. If accepted, New Mentors will qualify for TEAM Initial Mentor Training. Once trained, new mentors will be able to serve as both Mentors and Cooperating Teachers. Selection Process for New Mentors When seeking New Mentors, related positions will be posted. The selection process for New Mentors will be held annually in the Spring. Teachers may apply to be mentors at other times only if there is a specific building need that they will be able to fill. In this case, they must be recommended by their building principal and must fulfill all application requirements, and be accepted and approved through the TCC process. Teachers interested in becoming certified as new TEAM mentors must submit a completed district TEAM application, along with a resume, recommendation by building principal and/or supervisor and one colleague. Applications will be reviewed by the TEAM District Facilitators (Director of Human Resources and Assistant Superintendent of Teaching and Learning) in addition to their Central Office Instructional Supervisor. Those that have met the requirements will be reviewed and recommended as TEAM mentors based on the following criteria: 1. Candidate's application along with a resume, recommendation by building principal and/or instructional supervisor and one colleague; 2. Candidate's knowledge of the CCT, writing of personal growth plans and use of data to reflect and improve upon professional practice; 3. Candidate's knowledge of, participation in, and commitment to district, building and department initiatives related to teaching and learning; 4. Candidate's teaching experience and ability to work successfully with adult learners; 5. Candidate's commitment to effectively mentoring beginning teachers; 6. Candidate's commitment to enhancing their own professional learning through mentoring. As the district moves forward with the new teacher evaluation plan, opportunities to serve on the TCC will be aligned with the Professional Learning/Teacher Effectiveness and Performance Evaluation plan.

Q18.

Assigning mentors to beginning teachers is a critical first step in providing support. Describe the criteria and process, including the timeline for assigning trained mentors to new teachers. How soon after a teacher is hired will the LEA assign a mentor?

*Consider: matching beginning teachers and mentors based on subject areas, grade levels, proximity, and needs where possible when making an assignment.*

**Please Note: TEAM Guidelines state:**

*A mentor **must** be assigned to all beginning teachers at the start of the school year or as soon as possible upon hire. It is strongly encouraged that mentors be matched and assigned to a beginning teacher within 30 days of the beginning teacher's hire date. The district is responsible for ensuring that all beginning teachers are assigned a mentor (p. 9).*

Q19. Beginning teachers are assigned a mentor within 30 days of hire.

- Yes
- No (Explain)

Q20. All beginning teachers are matched with a mentor according to the following criteria (select all that apply):

- Grade level
- Content Area
- Proximity
- Needs
- Other

Q21. All mentors must be trained and updated by state approved training(s) in best practices and essential knowledge on a regular basis.

- Mentors are required to attend a state approved training and update training.
- Mentors are trained by in-district trainers (lead/master mentors) who have been trained and updated by the state.
- Other: Please explain

Q22. Describe any additional professional development opportunities provided by the LEA to mentors to address further development of best practice and essential content knowledge. (Optional)



Q32.

Mentoring Hours

Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module.

Q24.

Describe how your LEA will monitor the number of mentoring hours provided to each beginning teacher to ensure support hours are meeting the mandated requirements and a process for addressing possible issues during the year.

Monitoring Mentor Meeting Logs The District Facilitator is responsible for monitoring meeting logs recorded within the TEAM Dashboard to ensure support hours are meeting the mandated requirements. In the event that an issue or concern between the mentor and mentee should arise, the following dispute resolution procedures will be implemented: Dispute Resolution 1. Steps in procedure for dissolving mentor placements: Step One: Concerns about an individual mentor and/or mentor and beginning teacher matches should be communicated to the District Facilitator. Step Two: The District Facilitator will contact the mentor and/or beginning teachers voicing the concern to discuss the concern and determine if it can be easily addressed and resolved within the match or whether the building administrator and/or a central office administrator need to be brought in to assist in the mediation and possible resolution of the concern. Step Three: If resolution cannot be reached, the building administrator and the District Facilitator may decide to dissolve the mentorship. Reasons for dissolution may include: 1. Practicability: assignment out of building/subject area 2. Personal Illness: health or prescriptive measure for curing health problems create a hardship 3. Personal: family consideration 4. Lack of Professional behavior: determined in accordance with the CSDE Code of Professional Responsibilities Step Four: If placement is dissolved, the District Facilitator will work with the building administrator to assign another mentor. The District Facilitators will determine pro-rated stipends according to time served as a mentor. 2. Steps in procedure for dissolving cooperating teacher placements: 7 / Step One: Concerns about an individual cooperating teacher should be placed in writing to the District Facilitator and Human Resources director. Step Two: Human Resources will contact the university supervisor to assist in the mediation and possible resolution of the concern. Step Three: Human Resources will communicate in writing with the District Facilitator as to the outcome agreed upon with the university supervisor. 3. Steps in procedure for removal for good cause of teacher from current mentor/cooperating teacher pool: The Building Administrator, the District Facilitators will decide upon the matter of 'good cause' based upon the following standards of performance for mentors: 1. Guiding mentees through the successful completion of module process 2. Attendance at required district/building meetings; update trainings; PD workshops 3. Electronic Mentor logs reflect required contact hours with mentee that reflect meetings taking place during the course of 6-10 weeks; summaries of meetings are focused on respective module 4. Demonstrating professional behavior reflecting support of district goals 5. Demonstrating professional behavior in accordance with the CSDE Code of Professional Responsibilities 4. Mentors may reapply to be considered part of the mentor pool: Once the teacher has demonstrated the standards of performance for mentors, consistently during a twenty-four month period, the teacher may reapply to be a TEAM mentor through the building administrator and District Facilitators. As with all mentors, they must update training within the three year period. 5. Requests for Special Accommodations: Requests for special accommodations will be submitted to the District Facilitators in writing and will be reviewed on a case-by-case basis. Teachers making such requests will be notified of the results of the review within two weeks. Each request must be dated, typed or printed on official letterhead and be signed by a physician, clinician or certified evaluator qualified to make the diagnosis (include information about license or certification and area of specialization). Such documentation must include a: clear statement of the diagnosed disability or disabilities; description of the evaluation tests or techniques used; description of the functional limitations resulting from the disability or disabilities (i.e., how does the disability limit major life activities); current diagnosis – i.e., completed within the last five years for learning disability, last six months for psychiatric disabilities, or within the last six months for physical disabilities/illnesses (these currency requirements may be waived upon a showing of the continuing relevance of older documentation); and description of the specific accommodations requested and specific relation to the diagnosed disability or disabilities. Documentation must also include: the type of accommodation(s) requested; a description of why the(se) accommodation(s) are necessary; the nature of the teacher's disability; the date the disability was first diagnosed and the date of the most recent evaluation; and what, if any, accommodations have been received within the past 5 years in employment.

Q25.

### Beginning Teachers

Beginning teachers shall satisfactorily complete instructional modules (classroom environment, planning instruction, instructing, assessing and professional responsibility). Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each instructional module.

Beginning teachers shall complete two modules in their first year in the program and three modules in their second year in the program, except as otherwise provided by the Commissioner of Education.

Q26.

Describe how the LEA will orient all beginning teachers to the TEAM program (generally within 45 days from their first day in the classroom).

*The TEAM Guidelines require all LEAs to provide an orientation to TEAM which includes, but is not limited to the following: an overview of the TEAM Program requirements, an introduction to TEAM, a review of the district's three-year TEAM support plan, timelines for TEAM completion, including any district specific requirements, and a schedule for district-based support.*

Professional Learning is offered within TEAM orientation(s) during the fall semester. All Beginning Teachers are assigned a mentor within 30 days of the start of the academic year. For all mid-year hires, the TEAM District Facilitators will ensure they are oriented to the TEAM program and assigned a mentor with revised timeline for anticipated completion of the TEAM process.

**Q27.**

Describe how the LEA will ensure BTs know the consequences of not completing all TEAM requirements by their deadline date.

*Teachers who do not successfully complete all five modules by the end of three years in TEAM for Category I teachers, and two modules within two years for Category II teachers, and who do not receive an approved extension of time, will not be eligible for an extension of their initial educator certificate and will not be eligible to advance to the provisional certificate. In such case, in order to earn eligibility for the reissuance of the initial educator certificate, the teacher would need to fulfill the requirements of intervening study and experience (Sec. 10-145f) as approved by the State Board of Education.*

TEAM due dates and completion expectations are communicated to mentors and beginning teachers during the Fall TEAM Orientation and posted in the shared Google Classroom. Teachers who have extenuating circumstances that prevent them from completing TEAM within the full time allotted can contact the District Facilitators to request an extension of time. However, if there are no documented extenuating circumstances, an extension will not be possible. Therefore, it is critical that teachers pay attention to their due dates. Failure to successfully complete TEAM will result in the inability to advance initial certificate to a provisional certificate. A new teacher will not be able to renew initial certificate and upon expiration, will no longer be able to teach in a CT public school.

**Q28.**

Describe the process for monitoring beginning teachers are on track to complete TEAM by their deadline dates.

The District Facilitators will monitor each beginning teachers' progress using the Dashboard. After beginning teachers have successfully completed all 5 modules on or prior to their deadline dates, our District Facilitators will notify our Superintendent of their completion. Your completion will be entered into the Educator Data System. The Beginning Teacher is now eligible to apply for his/her Provisional Certification.

**Q29.**

Describe supports for teachers who are not on track to complete TEAM by their deadline dates.

District Facilitators will work with the Beginning Teacher to schedule timelines individually based upon their module completion needs.

### Q31. Module Completion

Beginning teachers shall satisfactorily complete five instructional modules (based on their teaching endorsement, some teachers will complete two instructional modules);

Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each instructional module.

For each instructional module, beginning teachers shall submit **a reflection paper or project**, to be signed by the mentor, that summarizes, describes or analyzes what has been learned by the beginning teacher and their students throughout the module and how the learning contributed to the development of such beginning teacher.

Q31. How will teachers demonstrate completion of each instructional module?

- Teachers will submit a reflection paper to demonstrate completion of each module.
- Teachers will submit a project to demonstrate completion of each module.
- Other

Q32. You selected Project - Please describe the requirements of the project including, but not limited to, how teachers will demonstrate and document module activities and outcomes aligned with the Criteria for Successful Completion of a Module.

*This question was not displayed to the respondent.*

Q33. You selected Other- Please describe the requirements for module completion, including, but not limited to, how teachers will demonstrate and document module activities and outcomes aligned with the Criteria for Successful Completion of a Module.

*This question was not displayed to the respondent.*

Q51.

### Review of Modules

For each instructional module, beginning teachers shall **apply the knowledge gained** through such activities and describe how the activity **impacted student learning**.

*PLEASE NOTE: Regardless of whether a district elects to review module completion in-district or participate in a regional review process, all reviewers must be trained prior to conducting reviews and participate in update training in subsequent years.*

### Review Criteria

For each instructional module, beginning teachers shall submit **a reflection paper or project**, to be signed by the mentor, that summarizes, describes or analyzes **what has been learned** by the beginning teacher and their **students** throughout the module and **how the learning contributed to the development of such beginning teacher**.

*PLEASE NOTE: Regardless of whether a submits a reflection paper or a project, the review criteria is the same.*

Q35. How are reviewers trained and updated?

- Reviewers are required to attend a state approved training.
- Reviewers are trained in-district using a state-approved training.
- Other: Explain

Q36. How will modules be reviewed for successful completion?

- Regional Review (RESC Collaborative)
- In-district Review
- Consortium (in a collaboration with other districts)

Q37. Describe the in-district or consortium review process including, but not limited to:

- Assigning reviews of module completion
- Criteria for successful completion

- Process for module resubmission for modules that did not meet the completion standard
- Process for communicating results to teachers
- Assuring confidentiality of the results

NA (RESC Affiliate)

**Q38.** Describe the process that the district will use to resolve internal disputes or appeals, including, but not limited to, disputes concerning the mentoring module process; mentor-beginning teacher relationships, - including a process to dissolve placements, if necessary; module outcomes (if reviewed in-district); and, requests for special accommodations based on disabilities.

1. Steps in procedure for dissolving mentor placements: Step One: Concerns about an individual mentor and/or mentor and beginning teacher matches should be communicated to the District Facilitator. Step Two: The District Facilitator will contact the mentor and/or beginning teachers voicing the concern to discuss the concern and determine if it can be easily addressed and resolved within the match or whether the building administrator and/or a central office administrator need to be brought in to assist in the mediation and possible resolution of the concern. Step Three: If resolution cannot be reached, the building administrator and the District Facilitator may decide to dissolve the mentorship. Reasons for dissolution may include: 1. Practicability: assignment out of building/subject area 2. Personal Illness: health or prescriptive measure for curing health problems create a hardship 3. Personal: family consideration 4. Lack of Professional behavior: determined in accordance with the CSDE Code of Professional Responsibilities Step Four: If placement is dissolved, the District Facilitator will work with the building administrator to assign another mentor. The District Facilitators will determine pro-rated stipends according to time served as a mentor.



Q39. The TEAM Coordinating Committee (TCC) approved the 2019-2022 Three-year Support Plan for Beginning Teachers and Mentors.

- Yes
- No

Q40.  
**TEAM Coordinating Committee Approval**

*District Facilitator or TCC Chairperson Signature - Signature indicates the plan has been shared with and approved by the superintendent.*

✕  clear

**Location Data**

**Location:** [\(41.216995239258, -73.055198669434\)](#)

**Source:** GeoIP Estimation

