

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	Ridgefield Public Schools
Superintendent Name	Dr. JeanAnn Paddyfote Interim Superintendent
District Facilitator (DF)	Karen Dewing
DF Email	kdewing@ridgefieldps.net
DF Phone Number	203-894-5550 ext. 1207

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	Karen Dewing, District Facilitator, Director of Personnel
Name/Role	Betty Gray Brown, TEAM Consulatant, Master Mentor
Name/Role	Susan Gately, Elementary Administrator, Farmingville Elementary School
Name/Role	Patricia Raneri, Secondary Administrator, East Ridge Middle School
Name/Role	Jarret Pepe, Secondary Administrator, Ridgefield High School
Name/Role	Shirley Hughes, Master Mentor, Barlow Mountain Elementary School
Name/Role	Kara Tanner, Master Mentor, Veterans Park Elementary School
Name/Role	Allison Elkow, Master Mentor, Scotts Ridge Middle School

Name/Role

Jessica Margiotta,, Master Mentor, East Ridge Middle School

Add additional names here:

Emily Kilbourn, Master Mentor, Ridgefield High School, Margaret Meriwether, Mster Mentor, Ridgefield High School

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.

A: The District Facilitator will meet with the District Administrative Council, including the Superintendent, no later than November 1st of each year to provide an update on TEAM activities. B: The TCC will meet three times per year. C: Each meeting includes central office personnel, principals and mentors as members of the TCC. October –analyze list of mentor/mentee assignments, review support plans of Year One Team teachers, approve TEAM Module Support Schedule including due dates, receive copies of TEAM folders prepared for each TEAM teacher and active mentor, report on building orientation meetings led by TEAM consultant, coordinate PD for mentors whose terms are expiring on July 1 of the current year, approve number of reviewers needed for reviewing Ridgefield papers and be certain each reviewer is notified of current online reviewer training. January- report on items from District Facilitator’s meeting, review information on reflection papers submitted first semester, plan Module 5 Conversation on professional responsibility to be held in March . May- reflect on Module 5 Conversation and read responses of the Year One teachers who attended, review scheduled dates for module papers for close of year to be aware of special circumstances that may interfere, overview of year with any changes to be initiated and/or new procedures necessary for next year.

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

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:

Karen Dewing

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. Establish a collaborative and supportive culture within TEAM which fosters the professional growth of effective educators to ensure student success and to retain novice teachers as part of future faculty. 2. Provide knowledge of TEAM program by selecting stellar mentor candidates and making arrangements to have them properly trained and continuously updated. 3. Assign an appropriate mentor for each beginning teacher. Present annual TEAM orientation for mentoring pairs to acquaint them with state requirements and information concerning TEAM Ridgefield. 4. Present TEAM as a method of continuous professional development for new and veteran teachers by utilizing a reflective protocol for completing modules. 5. Coordinate TEAM and TEVAL to extent possible (with the knowledge that TEAM may not be considered for evaluative purposes) thus strengthening options for beginning teachers to develop leadership capabilities. Goals 1.Cultivating effective coaching practices among mentors to establish collaboration as the norm for working with colleagues 2.Widening the support of a new teacher from a variety of professional contacts outside of grade level/department 3.Establishing PGAP as a valuable tool worthy of career long practice 4.Developing mindset of examining own practice and setting goals for improvement using research as a tool for new instructional strategies 5.Implanting cognitive seed that improving individual student performance is the ultimate goal of planning and instruction. 6.Assisting with transition from novice to confident colleague in the teaching profession

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.

Regular meetings scheduled with beginning teachers

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.

TCC updates Superintendent through Leadership Council

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**
- Professional development for beginning teachers and mentors**

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

Invitees- All building principals and administrators, master mentors, active mentors, beginning teachers in TEAM (all Year One teachers and Year Two teachers that did not complete Module 5 in their former districts), TEAM consultant. Materials sent to each participant a week ahead of the meeting. Folder contains reminder of date, time, location, group assignment, a copy of The Code of Professional Responsibility for Connecticut Educators, copies of all scenarios that his/her particular group will discuss. Participants bring their folders with them to the conversation. Copies of regulations from Ridgefield Board of Education relating to each scenario are available at every table during the session. Composition of each group - (when possible) elementary mentor/mentee pair, secondary mentor/mentee pair, administrator, Master Mentor Ice breaker: Large poster with message about instruction for each group to decipher and share with the larger group. Generates atmosphere for sharing and encourages camaraderie within the group. 1st- scenario – all groups discuss same scenario (bullying)- Ten minutes in small group – Facilitators circulate and lead whole group discussion for ten minutes.

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

How will teachers document the completion of Module Five? Immediately following the Module 5 session, beginning teachers are sent three questions electronically. 1.What insights /understandings did you gain from the Module 5 conversation? 2.What were elements shared by scenarios concerning prevention, identification and responses to school bullying? 3. How can you prepare for such potential dilemmas as related in scenarios? Responses are returned to District Facilitator and TEAM consultant. Each response is acknowledged. The responses are shared with TCC members.

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).

Application Process – TCC notifies principals of subject areas and grade levels that need additional mentors in December. District Facilitator distributes recruitment letter seeking applicants for mentors in January. Applicants submit mentor applications to TCC. TCC reviews applications and schedules interviews with TCC sub committee TCC subcommittee interviews candidates and selects future mentors. Selection Criteria – All applicants must be viewed as exemplary teachers who are considered models for others and who... Hold a provisional or professional educator certificate Have completed five years of satisfactory teaching and one year of teaching in our district Demonstrate understanding and practice of the Connecticut Common Core of Teaching: Foundational Skills (2010) Demonstrate a willingness to work cooperatively as a team member to facilitate the professional growth of student and beginning teachers Demonstrate professional commitment to improve the induction of student and beginning teachers into the teaching profession Demonstrate the ability to relate to adult learners articulately and with sensitivity Demonstrate the ability to be reflective and articulate about the act of teaching and to act based upon that reflection. Have recommendation of building administrator Criteria, process and timeline for assigning mentors to new teachers Upon hire of a beginning teacher, the District Facilitator and/or designee notifies building administrators of beginning teachers who will participate in TEAM and of eligible mentors in their buildings there upon, the building administrator will establish mentor/mentee partnerships for newly hired employees who will participate in TEAM for the upcoming school year. Efforts should be made by the administrator to rotate mentoring responsibilities among trained staff members in each school. If both options of becoming a mentor for a beginning teacher or a cooperating teacher for a student teacher exist at the same time, becoming a mentor is the priority set by the district.

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

Mentor assignments will take into account mentor availability, building assignment, subject area, and grade level. In cases when there are no available mentors to be partnered with a beginning teacher within a building, the building administrator will consult with the District Facilitator for a mentor out-of-building in the same content area as the mentee.

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)

Active mentors are required to attend district provided meetings with their mentee on the following occasions: September for Orientation to TEAM which is presented as continuous professional development. Mentors are required to provide fifty contact hours over two years with the expectation of a minimum of ten hours per module. Confidentiality is stressed. In addition, collaboration with other faculty and staff is encouraged as a vital element of school culture. October for overview of process for first semester module, introduction to Ridgefield templates and Support Schedule including due dates. February for overview of process for second semester module Early Spring for Module 5 for Year One beginning teachers includes mentors, master mentors, building administrators, and District Facilitator.

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.

The District Facilitator or designee will monitor the required electronic postings of the meeting log and module progress chart of each mentoring pair on a regular basis. The District Facilitator will be able to follow the consistency and quality of meetings closely with the help of data from CTTEAM. The District Facilitator will confer with the Master Mentor overseeing the mentor/mentee concerning mentoring hours. The Master Mentor will make contact with the pair as the TEAM building representative and follow their meeting schedule more closely and be astute to their progress in the module process according to their two-year support plan.

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.

Beginning teachers are required to attend a district provided meeting (within 45 days from their first day in the classroom) with their mentor for Orientation to TEAM. The discussion will center on the purpose of TEAM and requirements for participation. Modules are presented as natural reflections that each teacher employs as they plan and teach. Noticing an area of instruction that needs to be more potent, isolating this as a focus, researching strategies for strengthening that area of instruction, putting newly learned skills into practice, collecting evidence of student improvement and determining long term cognitive impacts. During this session the Performance Profile for Module One is compared to Domain 2 of the Connecticut Common Core of Teaching. This clarifies for early career teachers that their instructional practice is influenced daily by Connecticut's teaching standards. A packet of materials with an overview of TEAM is distributed and reviewed. Attendees are made aware of the Ridgefield TEAM Library housing resources for every module available for check out through interoffice mail. The over-all steps in completing TEAM are presented. The Two Year Support Plan is filled out with their mentor at this meeting. Year Two teachers new to Ridgefield will attend with their mentors and fill out a Support Plan for the coming year. The support system of a mentor for ten hours per module and a master mentor in each building is introduced. Confidentiality is stressed in the mentoring relationship and value is placed on prioritizing weekly meetings.

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.

Four significant announcements at Orientation: TEAM may not be used as an evaluative tool by administrators The TEAM program is the only conduit to Provisional Certification. There are specific consequences if TEAM is not completed by the three year deadline which we will review at this time. Each Connecticut educator is expected to continuously update his/her profile on the Connecticut Educator Certification System (CECS) throughout their career with any changes in personal or professional information such as changes in name, address, email address, school district of employment. Also, their personal Educator Identification Number (EIN) should be accessible as it is necessary for enrolling in TEAM training and completing many professional forms.

Q28.

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

Describe the process for monitoring beginning teachers who are on track to successfully complete TEAM by their deadline dates Sample : Ridgefield TEAM Support Schedule FIRST SEMESTER - weekly meetings with mentor, complete meeting log OCTOBER 11- draft of PGAP & summary to Master Mentor via district browser OCTOBER 18- PGAP to administrator via CTTEAM.org JANUARY 5- draft of paper & evidence sheets to Master Mentor via browser mentor & mentee meet with Master Mentor review MM suggestions with mentor & prepare final draft JANUARY 12- submit paper electronically for review via CTEAM.org SECOND SEMESTER- weekly meetings with mentor, complete meeting log FEBRUARY 5- draft of PGAP & summary to Master Mentor via district browser FEBRUARY 12- PGAP to administrator via CTTEAM.or MAY 16– draft of paper & evidence sheets to Master Mentor via browser mentor & mentee meet with Master Mentor review MM suggestions with mentor & prepare final draft MAY 23 – submit paper electronically for review via CTTEAM.org Each school in Ridgefield has a Master Mentor who is a member of the TEAM Coordinating Committee. The building Master Mentor will meet with beginning teachers and mentors a minimum of twice per module to ensure that mentors and beginning teachers are working together to complete actions recorded in the beginning teachers' Professional Growth Action Plans (PGAP) and are participating in the module process in a timely fashion. The purpose of suggested district timelines is to assist beginning teachers and mentors in planning professional growth activities for the year.

Q29.

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

Each school in Ridgefield has a Master Mentor who is a member of the TEAM Coordinating Committee. The building Master Mentor will meet with beginning teachers and mentors a minimum of twice per module to ensure that mentors and beginning teachers are working together to complete actions recorded in the beginning teachers' Professional Growth Action Plans (PGAP) and are participating in the module process in a timely fashion. The purpose of suggested district timelines is to assist beginning teachers and mentors in planning professional growth activities for the year.

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.

Ridgefield beginning teachers will complete reflection papers for Modules 1,2,3,4 and submit on CTTEAM.org. For Module 5, they will complete survey on CTTEAM.org. They will also submit responses to TCC evaluative questions to the District Facilitator via email following the Facilitated Conversation.

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

A reviewer must be a trained Ridgefield mentor and must participate in TEAM Initial REVIEWER Training at a RESC and annual online Update Training. Master Mentors are encouraged to take the online update training annually as they support groups of beginning teachers and mentors. The TCC will determine the number of reviewers from Ridgefield who will be required to participate in regional review. The total number of papers generated by TEAM teachers for the year is divided by 5 to access the number of reviewers needed. Each reviewer is compensated \$25 per paper reviewed up to 5 papers (\$125). Reviewers may review additional papers without compensation.

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

Ridgefield beginning teachers will complete reflection papers for Modules 1,2,3,4 and submit on CTTEAM.org. For Module 5, they will complete survey on CTTEAM.org. They will also submit responses to TCC evaluative questions to the District Facilitator via email following the Facilitated Conversation.

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.

Disputes concerning the mentoring module process, the PGAP or the mentor-beginning teacher relationships will be reported to the District TEAM Facilitator in writing. The District Facilitator will request members of the TCC, as appropriate, to assist with mediation in an effort to resolve the concern. The appeals subcommittee will examine all relevant documentation or information on the TEAM databases and will meet with the respective parties, if necessary. Results may include, but are not limited to: re-assignment of mentor/beginning teacher match, discussing concerns with the school principal and referring the situation to the Superintendent. All correspondence and discussions will be confidential and will not reflect on current or future teacher evaluations. Requests for special accommodations based on disabilities. Requests for special accommodations will be submitted to the District TEAM Facilitator in writing and will be reviewed by the TCC on a case-by-case basis. Teachers making such requests will be notified of the results of the review within two weeks. Additional information may be required.

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.

✕

Koren Reung

clear

Location Data

Location: ([41.298599243164, -73.494102478027](#))

Source: GeoIP Estimation

