



Advisory Board Regular Meeting Superintendent's Report

Tuesday, December 14, 2021

Moment of Silence



THANK YOU - Ms. Atwood



*thank
you*



Thank you



Agenda

District Updates

→ December Focus Topics

- ◆ Safe Schools for all Students
- ◆ Continued COVID-Response & Return to School
- ◆ Updates
 - Curriculum Updates
 - Transportation and School Nutrition Updates
 - WWHS - Renaming Committee
 - Re-registration Launch
 - District Strategic Plan Updates
 - Fiscal Updates
- ◆ Community Partnership Presentations

District Highlights



**Safe Schools.
Safe Students.**



Agenda

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Student & Staff Testing Program



Static Vaccination Site Across the District



| EVERY TUESDAY Dudley School - 2250 Berwick Street | |
|--|------------------------------------|
| Dates | Times |
| Tues. Nov. 30 | 7:30 am - 9:00am AND 3 pm - 5:30pm |
| Tues. Dec. 7 | 7:30 am - 9:00am AND 3 pm - 5:30pm |
| Tues. Dec. 14 | 7:30 am - 9:00am AND 3 pm - 5:30pm |
| Tues. Dec. 21 | 7:30 am - 9:00am AND 3 pm - 5:30pm |
| Tues. Jan. 11 | 7:30 am - 9:00am AND 3 pm - 5:30pm |
| Tues. Jan. 18 | 7:30 am - 9:00am AND 3 pm - 5:30pm |
| Tues. Jan. 25 | 7:30 am - 9:00am AND 3 pm - 5:30pm |

| POP-UP Clinics | | |
|-----------------|-----------------------|---|
| Dates | Times | Locations |
| Wed. Dec. 1 | 3:00 pm to 5:30 pm | Pride Academy 1626 Copewood St. Camden, NJ 08103 |
| Wed. Dec. 8 | 3:00 pm to 5:30 pm | HB Wilson 2250 S 8th St, Camden, NJ 08104 |
| Wed. Dec. 15 | 3:00 pm to 5:30 pm | Catto School 3100 Westfield Ave, Camden, NJ 08105 |

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African American and Latinx Studies



Slavery Comes to New Jersey

New Jersey Studies Weekly

GRADE

Slavery Comes to New Jersey

CONTINUED ON PAGE 2

Connections *Amistad Replica Tours Former Slave Ports*

The Amistad story is a remarkable story of the struggle for human rights. That struggle continues today in many places throughout the world. In March 2000, a replica of the Amistad was launched in Connecticut. The mission of this schooner is to tell the story of the Amistad. It also educates people about human rights. The new Amistad was christened with water from Cuba, Long Island and Sierra Leone—the places where the slaves were taken. After it was christened, a silver bell tolled for each of the ship's 100 crew members.

The name "Amistad" translates to "friendship." That is just what the crew and staff hope it will achieve. In an effort to educate others, the Amistad visits ports nationally and internationally as an ambassador for friendship. It has become a floating classroom and monument to the millions of souls who were broken or lost as a result of the transatlantic slave trade.

In New Jersey, slaves could be found on plantations, on docks, in homes and serving as skilled craftsmen.

landed announcing the upcoming slave auction. Here, enslaved men and women were lined up so buyers could inspect their teeth and gums. The buyers used their fingers to feel their muscles and look for skin diseases. The enslaved people had no control over what would happen. They might be sold to a master who was kind. They might be sold to a cruel master who would work them hard, sometimes to death. By this time, enslaved people were no longer treated as servants or laborers, but as chattel (property that can be bought or sold with little emotion). It was not important to those purchasing enslaved people to keep families together. Husbands and wives were separated. Often

The first major slave law, called a "slave code," was written in New Jersey in 1704. The code said no one could trade with an enslaved person unless the owner approved. Owners were allowed to punish the enslaved people any way they chose. In a few cases, when owners thought the enslaved person may have

thought it wasn't abolished until long after the Revolutionary War. Enslaved laborers in New Jersey grew angry as the colony grew in size. There were more men in northern New Jersey than in the southern portion of the colony.

How did the European traders convince the Africans they brought to the colonies? There were two main ways. One was to take them to a slave ship. Many commonly thought one slave or twenty would weigh more as an useful village or country. The winners would trade with each of neighboring countries. These people were then enslaved by their owners to use as property to trade with the Europeans for goods.

The more ships that arrived with goods to trade, the more the African society was disrupted as these societies captured more slaves from their neighbors. This slave trade degraded human life before, but in Africa and America.

TO BE SOLD

A CARGO
OF
NEGROES,
BEATEN, BURNED,
AND BATTERED,
COMMITTED BY
THIRTY-NINE MEXICAN SHIPS.

Twenty-four WOMEN, and
SUMMIT GOREL
JOHN RIVER
The Brigandine of the
to East, Mather, from SARA
LAW, by
DAVID & JOHN DEAN.

Posters such as this one were put up around town
to encourage that there would be a slave auction.

Elections

Our nation's form of government is called a democracy. This means we choose our leaders through voting. Voting is always held on the first Tuesday in November. We vote for different national or state officials. The time these officials remain in office is called a term. Terms may be for two, four, or six years.

Government

Where Do We Go to Vote?

Voting booths are usually found at schools or other government buildings. People vote in the booth using a ball or piece of paper. Recently, some states have been using electronic voting systems. You may vote only once for each

Who Can Vote?

citizens in the United States of America can vote for the leaders of their country. They must be at least 18 years old. If you are voting for a state, city or county official, you must be a resident of that state, city or county.

Slave Route

Study this map, and you will see how much slavery was practiced throughout the world. As you can see, most of the slaves went to South America and the West Indies.

Who was Henry "B" Brown?

Henry "Box" Brown was a very determined and clever slave. In 1846, he ordered a 3 foot x 2 foot x 8 foot box in Virginia. He put a jug of water and some biscuits inside. He also put in a bar to open the box. He then climbed in. A friend addressed the box to an abolitionist, someone who believed in freeing slaves. He lived in Philadelphia after writing "Hande with Care" and "This Side Up." The friend shipped him off. Twenty-six hours later, he arrived in Philadelphia, a free man!

“What to a Slave is the 4th of July?”

Frederick Douglass devoted his life to ending slavery and fighting for human rights. He wrote for newspapers. He gave many speeches to promote the freedom of enslaved people. His most famous speech is called "What to the Slave Is the Fourth of July?" He was invited to speak to the Rochester Women's Anti-Slavery Society. They gathered on July 5, 1852, in Rochester, New York. There was an audience of 500 people.

The following are parts of Douglass's speech.
"Fellow Citizens ... The simple story of it is that, 76 years ago, the people of this country were British subjects ...

"But, your fathers ... went so far in their excitement as to pronounce the measures of government unjust, unreasonable and oppressive ... To say now that America was right and England wrong is exceedingly easy. Everybody can say it ... but there was a time when to pronounce against England, and in favor of the cause of the colonies, tried men's souls ... To side with the right,

against the wrong, with the weak against the strong ... seems unfashionable in our day ...

"On the 2d of July, 1776, the old Continental Congress 'Resolved, That these united colonies are, and of right, ought to be free and Independent States; that they are absolved from all allegiance to the British Crown; and that all political connection between them and the State of Great Britain is, and ought to be, dissolved.'"

"Citizens, your fathers made good that resolution. They succeeded; and to-day you reap the fruits of their success. The freedom gained is yours; and you, therefore, may properly celebrate this anniversary. The 4th of July is the first great fact in your nation's history ... Why am I called upon to speak here to-day? What have I, or those I represent, to do with your national independence?"

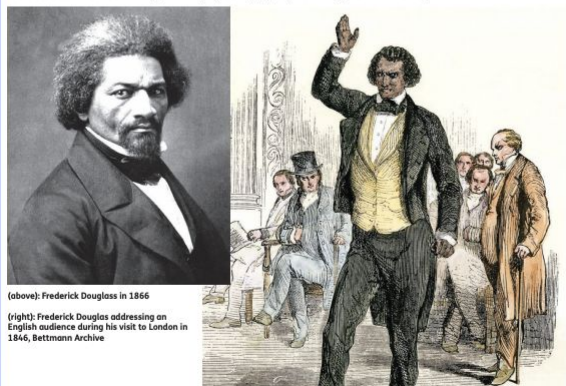
"... I am not included [in] this glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed

in common ... The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me ... This Fourth [of] July is yours, not mine. You may rejoice, I must mourn ... "Fellow-citizens; above your national tumultuous joy, I hear the mournful wail of millions! whose chains, heavy and grievous yesterday, are, to-day, rendered more intolerable by the jubilee shouts that reach them...

"America is false to the past, false to the present, and solemnly binds herself to be false to the future ... dare to call in question and to denounce, with all the emphasis I can command, everything that serves to perpetuate slavery ...

"There is not a man beneath ...
heaven, that does not know that slavery
is wrong for him.
"I do not despair of this country.

There are forces in operation, which must inevitably work the downfall of slavery ... the doom of slavery is certain. I, therefore, leave off where I began, with hope."

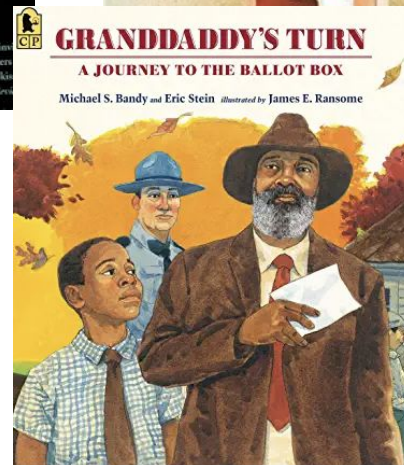
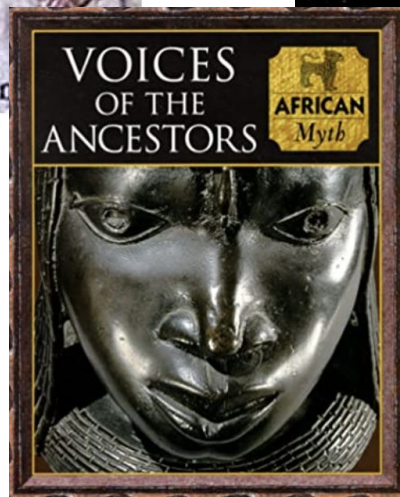
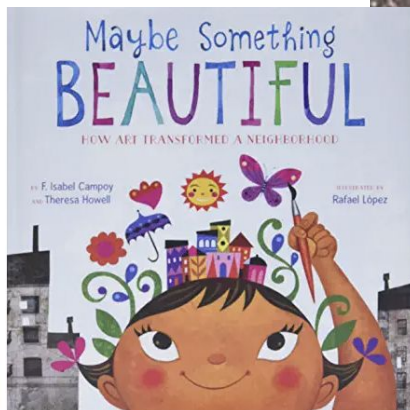
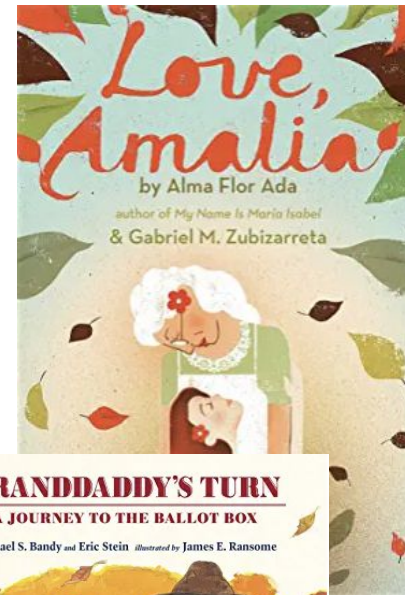
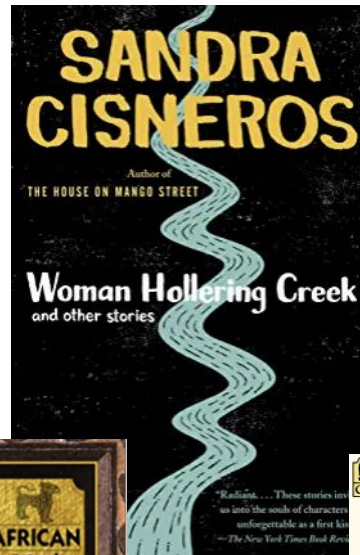
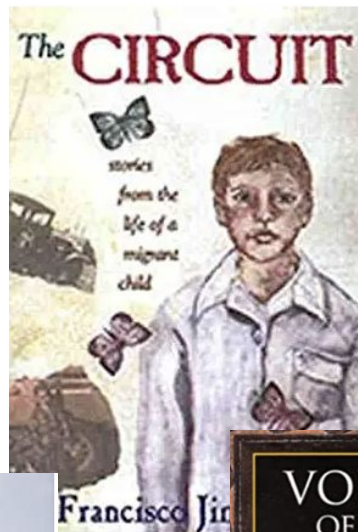
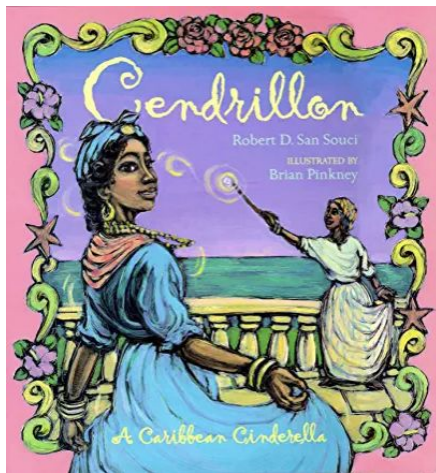


(above): Frederick Douglass in 1866

(right): Frederick Douglass addressing an English audience during his visit to London in 1846. Bettmann Archive



er Amistad is a living
room. Visit [www.
erica.org](http://www.
erica.org) for a schedule
its.





Although February is dedicated to Black History Month, black and brown lives matter 365 days a year. This week was recognized as Black Lives Matter week and some schools have already begun to share these resources with their school community. We want to share these resources and additional resources to support our teachers and students with celebrating black and brown lives.

[Newsela](#) (Grades 4-12)

[BHM Choice Board](#)

[28DaysOfBlackHistory](#)

[Discovery Ed: Black History Channel \(Politics, Culture, History\)](#) (P-12; Incorporates Teaching Tolerance (now Learning for Justice) Justice Standards and African American Studies curriculum organization of Culture, History, and Politics)

[BLM at School Website](#) (P-12)

[BLM Curriculum](#) (P-12)

[Black History Reading Library](#) (K-5)

[NJ Amistad Curriculum](#)



Hispanic Heritage Month



Hispanic Heritage Month takes place September 15 to October 15 every year as a time to recognize and celebrate the many contributions, diverse cultures, and extensive histories of the American Latino community. Beginning in 1968, Hispanic Heritage Month was originally observed as "Hispanic Heritage Week" under President Lyndon Johnson, but it was later extended to a month during President Ronald Reagan's term in 1988. The month also celebrates the independence days of several Latin American countries, including: Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua on September 15th, Mexico on September 16th, and Chile on September 18th.

Source : <https://sites.ed.gov/hispanic-initiative/national-hispanic-heritage-month/>

| Resource | Description | Grade Levels |
|--|--|--------------|
| Heritage Month National Archives | The National Archives celebrates Hispanic Heritage Month with links to various articles, online resources, online exhibits, and video resources celebrating the achievements and contributions of Hispanic American champions who have inspired others to achieve success. | All Grades |
| Smithsonian Latino Center | The Smithsonian Latino Center observes Hispanic Heritage Month between September 15 and October 15 each year to celebrate the Latino community. | Grades 5-12 |
| PBS Learning Media | This is a video presenting Hispanic Heritage Month for our younger students. | Grades K-2 |
| Hispanic Heritage Month | This is a collection of virtual libraries for various pieces of | All Grades |

(continued)



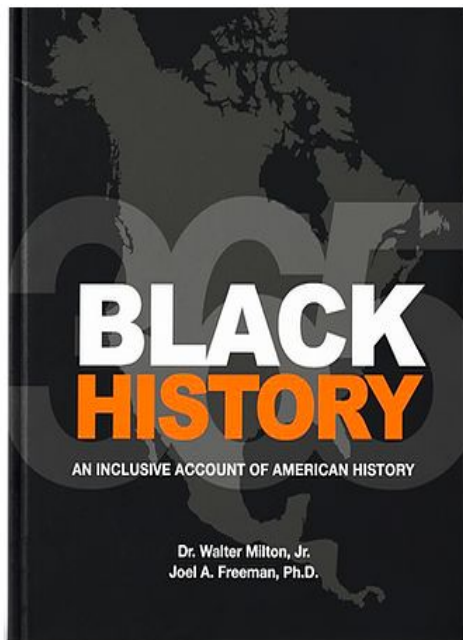
What is Juneteenth?

On June 19, 1865, about two months after the Confederate general Robert E. Lee surrendered at Appomattox, Va., Gordon Granger, a Union general, arrived in Galveston, Texas, to inform enslaved African-Americans of their freedom and that the Civil War had ended. General Granger's announcement put into effect the Emancipation Proclamation, which had been issued more than two and a half years earlier on Jan. 1, 1863, by President Abraham Lincoln. The holiday received its name by combining June and 19. The day is also sometimes called "Juneteenth Independence Day," "Freedom Day" or "Emancipation Day." (from *New York Times*)

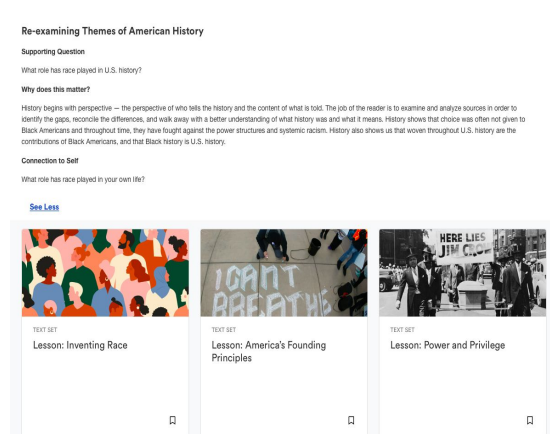
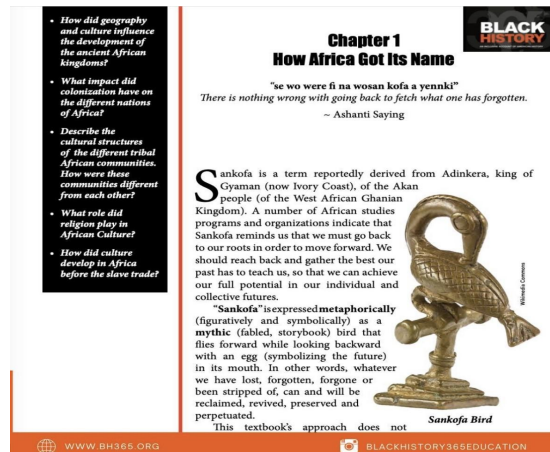
Please find resources below to incorporate into the discussions and lessons focused on Juneteenth for all classrooms and families.

| Resource | Grade Level(s) & Audience |
|--|---------------------------|
| Juneteenth Learning | All & Families |
| Democracy & Me: Juneteenth | Families |
| Let's Learn about Juneteenth: Resources For an Important US National Holiday | 5th Grade and Higher |
| Learning for Justice: Juneteenth | 4th Grade & Higher |
| Newsela: Juneteenth | 3rd Grade & Higher |
| Juneteenth Lesson Plan (HMH) | Middle School & Higher |
| ReadWriteThink: Juneteenth | 3rd & Higher |
| Discovery Ed | All Grades |
| BrainPop: Juneteenth | All Grades |





WELCOME TO THE NEW JERSEY
AMISTAD COMMISSION
INTERACTIVE CURRICULUM



December Focus

Curriculum Update

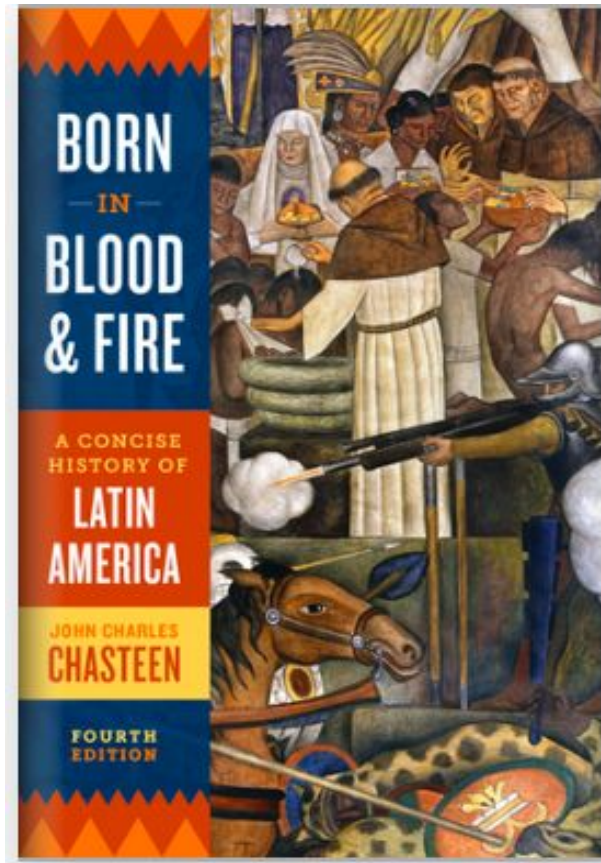


SOR JUANA INÉS DE LA CRUZ. Women, too, chose to enter religious orders, and convents were lively centers of colonial life. Besides providing a sheltered, and therefore honorable, upbringing for young women, convents had a key role in financing agricultural production. In some situations, convents offered outlets for women's artistic and intellectual pursuits. It is no accident that Sor Juana, the most celebrated woman of colonial Latin America, was a nun. *DEAG. DAGU ORTI/Getty Images.*

| 1600 | 1651 | 1690s | 1776 | 1790s |
|-------------------------------|--------------------------------|----------------------------|--|--|
| Mature Colonial Period begins | Sor Juana Inés de la Cruz born | Bandeirantes discover gold | Viceroyalty of the Río de la Plata created | French Revolution triggers war in Europe |



MAYAN CULTURAL ATTAINMENTS are second to none in the Americas—including sophisticated mathematics, expressive sculpture and graphic art, and an evolving form of writing, called *glyphs*, some of which are visible at top right. *Alexandra Draghici/istockphoto.com.*



TENOCHTITLAN AND ITS SURROUNDING LAKE. The Aztec capital was linked to the lake shore by causeways and was crosscut, like Venice, by a series of canals. Note the square ceremonial complex at the city center. Smaller cities and installations are visible around the edge of the lake in this 1524 map. *Newberry Library, Chicago.*



| Content |
|---|
| <p>Key (ACM)- Amistad Commission Mandate (HCM)- Holocaust Commission Mandate (ICM)- LGBTQIA+, Persons w/ Disabilities, and Inclusivity Mandate</p> |
| Causes and effects of |

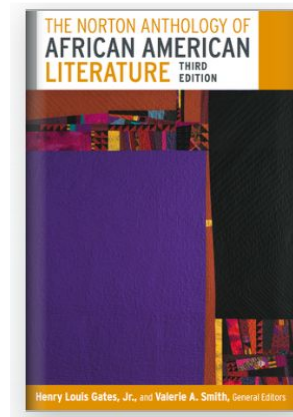
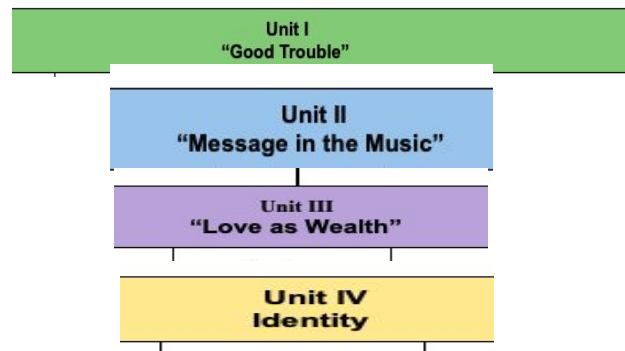
"Marriage is a Private Affair"
 By: Chinua Achebe
 Lexile: 810L
(ACM)

Things Fall Apart
 By: Chinua Achebe
 Lexile: 890L
(ACM)

"Prayer to the Masks"
 By: Léopold Sédar Senghor
 Lexile: NP, Non-prose
(ACM)

| | | |
|---|---|---|
| <p>the impact of the U.S. Constitution?</p> <p>EQ2.5: How did trade with other nations, westward expansion, and the rise of political parties affect the new nation?</p> | <p>American Revolution Contributions of minorities throughout the American Revolution (ACM)</p> <p>Key terms: Declaration of Independence, The Crisis, Lexington and Concord, Bunker Hill, Princeton, Saratoga, Yorktown, gender expression and sexual orientation in the Continental Army (ICM)</p> <p>Key people: Marquis de Lafayette, Baron von Steuben (ICM), Joseph Brant, Phillis Wheatley (ACM), Molly Pitcher</p> <p>The structure of American government and the role of key institutions</p> <p>Key terms: Articles of Confederation, U.S. Constitution (HCM), Bill of Rights, separation of powers, checks and balances, federalism, Federalists, Antifederalists, George</p> | <p>• NJ Amistad Commission Establishment of a New Nation & Independence to Republic (1600-1800) (ACM)</p> <p>• NJ Amistad Commission The Constitution and the Continental Congress (1775-1800) (ACM)</p> <p>• NJ Amistad Commission The Evolution of a New Nation State (1801-1860) (ACM)</p> <p>Technology:</p> <p>• Newsela Unit 2 Text Set</p> <p>• National Museum of African American History and Culture and National Museum of African American History and Culture: Explore</p> |
|---|---|---|

African American Literature Curriculum Map



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District Highlights





Driver shortage continues to diminish the services families have come to expect with transportation

December Focus

School Nutrition Update



FULL FUTURES CAMDEN

A School Nutrition Partnership



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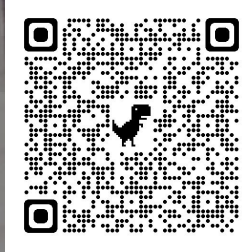
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December Focus Topic

WWHS RENAMING COMMITTEE SURVEY



**Apply TODAY if you are interested in being part of the committee.
All applications are due by noon on Tuesday, December 21, 2021.**



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Are you returning to the Camden City School District next year?

Re-registration is NOW OPEN!



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December Focus

Strategic Plan Update: Focus Groups

1. We believe that all students are valuable and learn in environments that promote SEL, foster innovation and ignite higher order thinking skills in preparation for college, career and workforce.

2. We believe that every child needs individualized, differentiated learning experiences that engage them to be successful learners.

3. We believe that we are a part of the child's village that partners with families and community organizations to provide access to resources.

4. We believe that all staff are accountable to maximize high performance.

5. We believe that the diversity of our staff should reflect the diversity of our student population.

6. We believe that all staff must have a cultural awareness and understanding of one another and the students, families and community we serve.

7. We believe that all district facilities will provide a safe and secure environment commensurate with 21st century standards.

8. We believe that we must be fiscally responsible, working towards fiscal sustainability, in order to ensure equitable and appropriate resources reach the schools.

Our Belief Statements



Our Focus Groups

Students

December 8 @ WWHS
December 14 @ CHC
9:30 am

01

Parents

December 21 via Zoom
5:00 - 6:30 pm

02

Non-Instructional Staff

December 14 via Zoom
5:00 - 6:30 pm

03

Instructional Staff

December 13 via Zoom
5:00 - 6:30 pm

04

Community/Organizational Grassroots Leaders

December 20 via Zoom
5:00 - 6:30 pm

06

Agenda

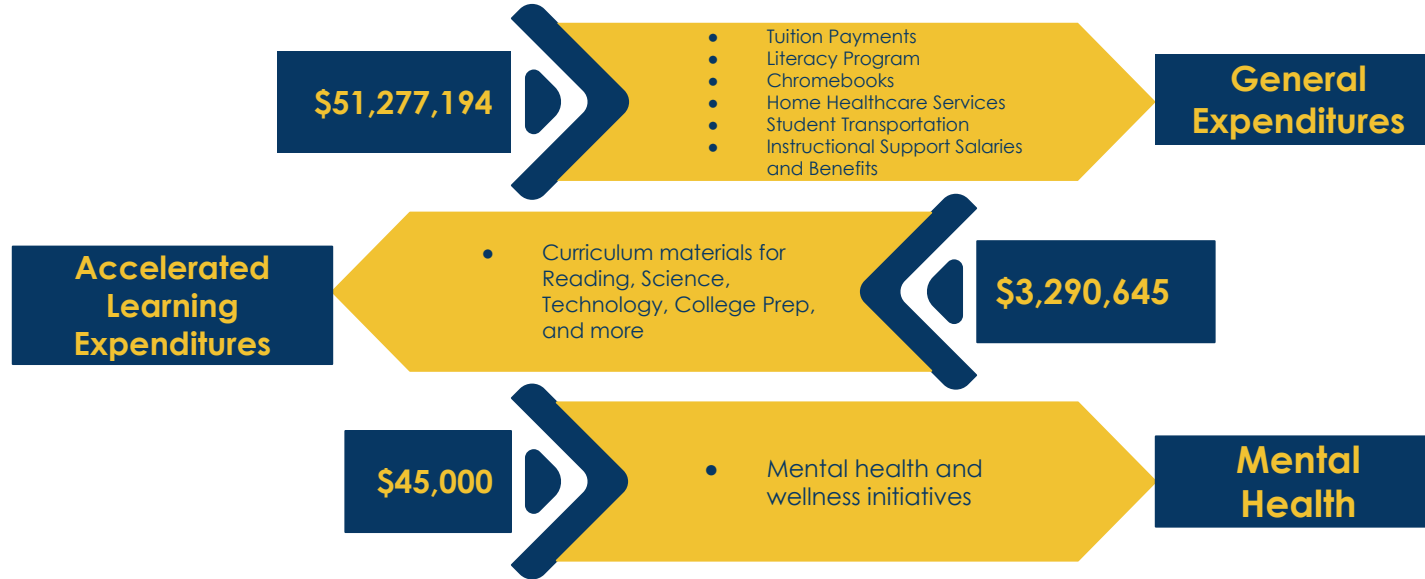
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ESSER II funds spent on allowable expenses under the grant.

Focus areas for ARP ESSER include, but are not limited to the following:



Capital Improvements
across district schools

Facilities



- Curriculum revisions
- Co-teaching model
- Afterschool & extended day programs

Learning Loss &
Recovery



- Expansion of CTE programs

Enhanced Learning
Opportunities



- Additional staff
- District-wide PBCIP initiatives
- Social Emotional Learning initiatives

Mental Health
Supports

The District submitted the ARP ESSER application by the November submission date; incorporating stakeholder feedback into the application.

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WHOLESOME RICHES

SERVING SCHOOLS, PARTNERING TOGETHER



WHOLESOME RICHES

SERVING SCHOOLS, PARTNERING TOGETHER

Michele Pilla

Founder and Director of Wholesome Riches



A photograph of three people standing behind large stacks of cardboard boxes outdoors. On the left is a woman with dark hair wearing a dark winter coat and a maroon beanie. In the center is a man wearing a dark hoodie with 'ATM' on the chest, a black face mask with 'stay safe' written on it, and a grey beanie. On the right is a woman with blonde hair wearing a dark winter coat and a pink beanie. The background shows a light-colored stone wall with a window and a yellow pedestrian crossing sign. The foreground is filled with stacks of brown cardboard boxes, some of which are open and contain white packing material.

WHO WE ARE

Teachers, Volunteers, Counselors, and
Clergy that **care deeply** about the welfare
of children and their families.

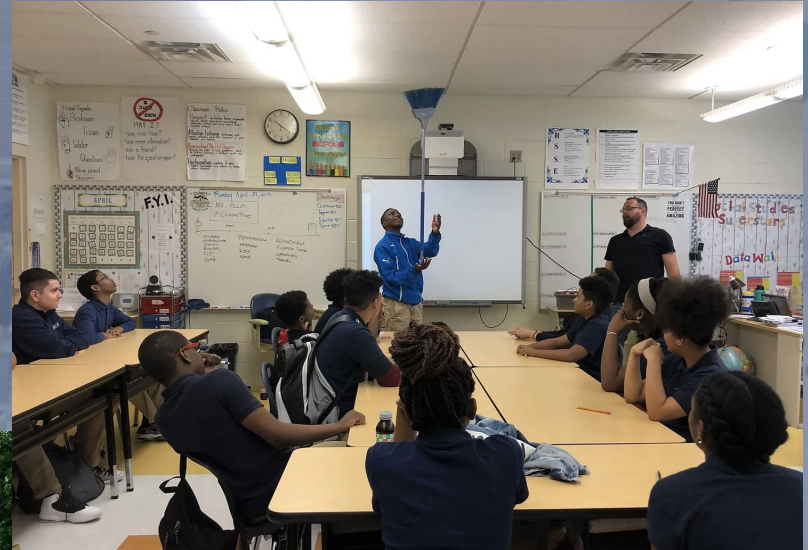


Our Mission

To reach at-risk students with the love of God through intentional and collective partnerships, weekly food distributions, classes and mentorship programs.

WHAT WE DO

- Food distributions across the city at schools for the community
- Life skills classes
- Family Support Groups
- Reaching root causes of ACES
- Special events like:
 - Teacher Appreciation Events
 - Christmas Gifts
 - Garden Beautification
- ...and more



WHY WE DO IT

to build relationships with people and build
their network of support





targeted for 7th/8th, High School and College Students to receive community service hours and experience each month

GOALS:

- **To build rapport among peers**
- **Increase positive feelings**
- **Motivation**
- **Increase confidence through serving**

Commitment:

**once a month on
school site between
the hours of 8-12 noon.**



Volunteering teaches valuable skills...

- Better communication
- Teamwork
- Creativity
- Problem-Solving



Benefits of Community Service:

College Admission Advantage

Social Awareness

Diverse Interaction

Patience

Empathy

Reduce Stress

Reduce Anxiety

Increase Self-Confidence

Physically Active

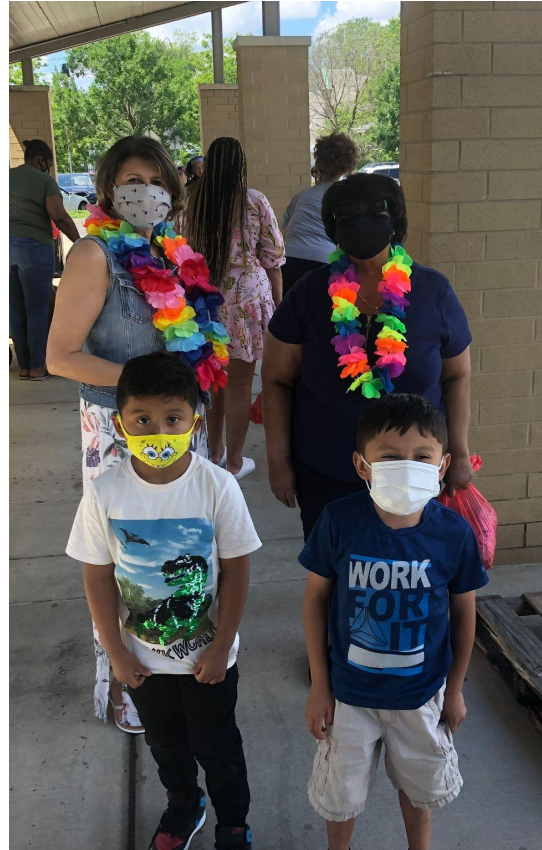
Make New Friends

Social Skills

Family Relationships

Sense of Fun

Fulfillment





WHOLESOME RICHES

SERVING SCHOOLS, PARTNERING TOGETHER

For more information or to contact us:

Visit www.wholesomeriches.org

Or visit our
social media
pages on
instagram
and
facebook



@wholesomeriches

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ImmSchools

Agenda

District Updates

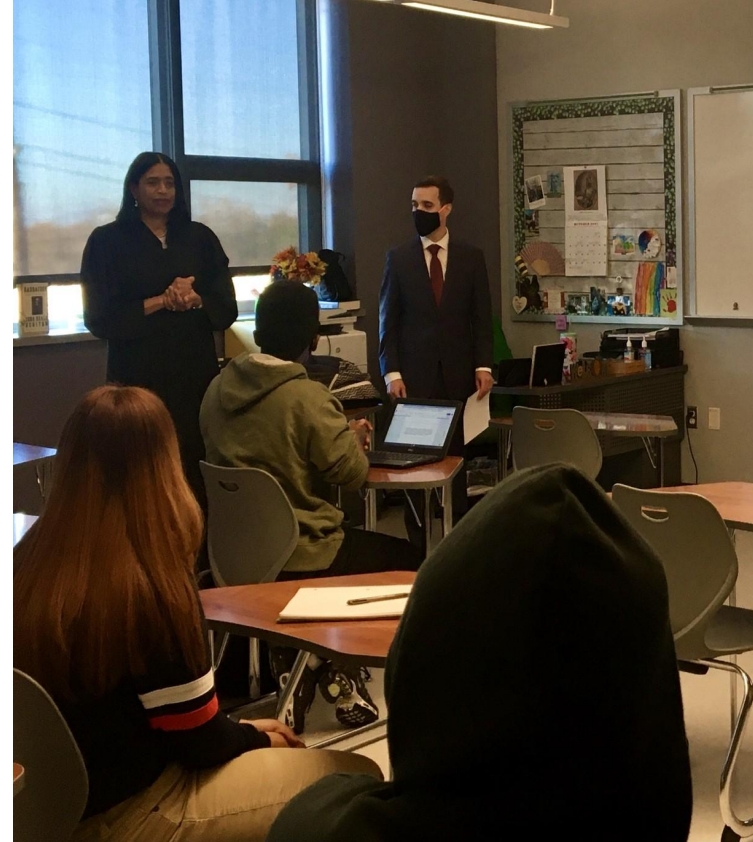
→ December Focus Topics

- ◆ Safe Schools for All Students
- ◆ Continued COVID-Response & Return to School
- ◆ Updates
 - Curriculum Updates
 - Transportation and School Nutrition Updates
 - WWHS - Renaming Committee
 - Re-registration Launch
 - District Strategic Plan Updates
 - Fiscal Updates
- ◆ Community Partnership Presentations

District Highlights



District Highlight: United States Magistrate Judge Visits our Schools



District Highlight: WWHS State Champions



District Highlight: Welcome 21-22 Student Board Reps



District Highlight: Happy Educational Support Professionals Day



Thank You!

**Happy
Education
Support
Professionals
Day**

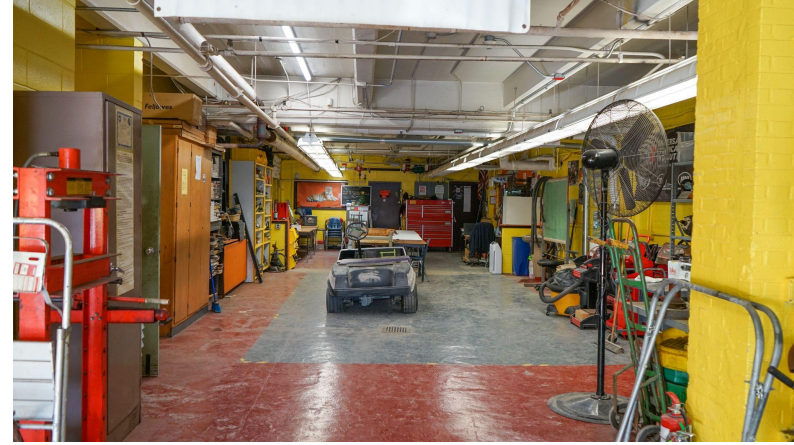
District Partnership Highlight: Thank you, Holtec and Camden Fire Department



District Partnership Highlight: Thank you, Wholesome Riches and Covanta



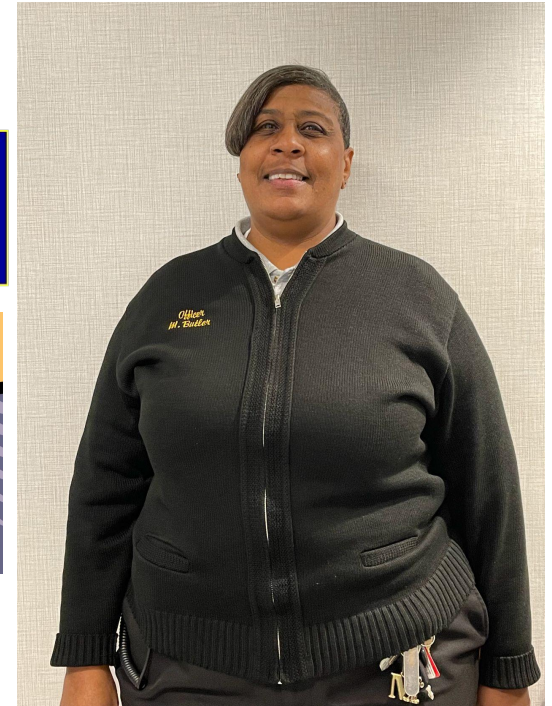
District Partnership Highlight: Thank you, Subaru of America



District Highlight:



Officer Carol Colon



Officer Michele Butler



Welcome!



En Espanol



Project
Impact
Rowan



Career
Interest
Surveys





WISHING YOU

HAPPY HOLIDAYS

AND A WONDERFUL NEW YEAR

****In-Person***

CCSD Advisory Board Meeting



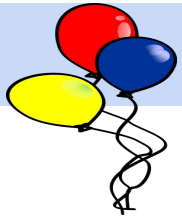
NEXT MEETINGS

*January 05, 2022
(Annual Reorganization Meeting)
Location: Thomas H. Dudley Family School*

*January 25, 2022
(Regular Advisory Board Meeting)
Location: Camden High Campus*

Congratulations on your retirement!

Retirements



| Name | Position | Years of Service |
|--------------------------|-------------------------------|------------------|
| Marie-Michelle Francios | Guidance Counselor, Bilingual | 28 |
| Ana Rivera-Jaquez | Paraprofessional A, Bilingual | 29 |
| Christine Spearman-Smith | Teacher, MS English/LAL | 30 |

