

# I. Introduction





# CAPS Asbury Mission and Vision

## A Vision

CAPS began with the vision of a public school where all students graduated high school prepared to excel in college, return to their communities, and become the next generation of leaders.

## What Motivates Us

CAPS was created for youth who have enormous potential but limited resources. We offer innovative and newly-envisioned public schools. CAPS is a creative partner on a passionate mission to offer high-quality education to all students. We do this because we are driven by our commitment to character, community, emerging technologies, an individualized approach, and a college-going mindset. Our teachers motivate our scholars to think critically, instead of simply looking for the “right” answer. The heart of what motivates us is teaching students to think for themselves.



# College Achieve Public Charter School

Charter schools are:

- Public schools.
- Open to all students from the charter school's district or region of residence.
- Free. They cannot charge tuition.

A charter school operates under a charter granted by the Commissioner of Education and is independent of the local school district's board of education. It is governed by an independent board of trustees.

The state's charter school law was passed to give parents choices for their children's education. The law is intended to:

- Improve student learning and achievement;
- Increase the availability of choice to parents and students when selecting a learning environment;
- Encourage the use of different and innovative learning methods;
- Establish a new system of accountability for schools;
- Make the school the unit for educational improvement; and
- Establish new professional opportunities for teach

## II. CAPS Asbury Academic Success



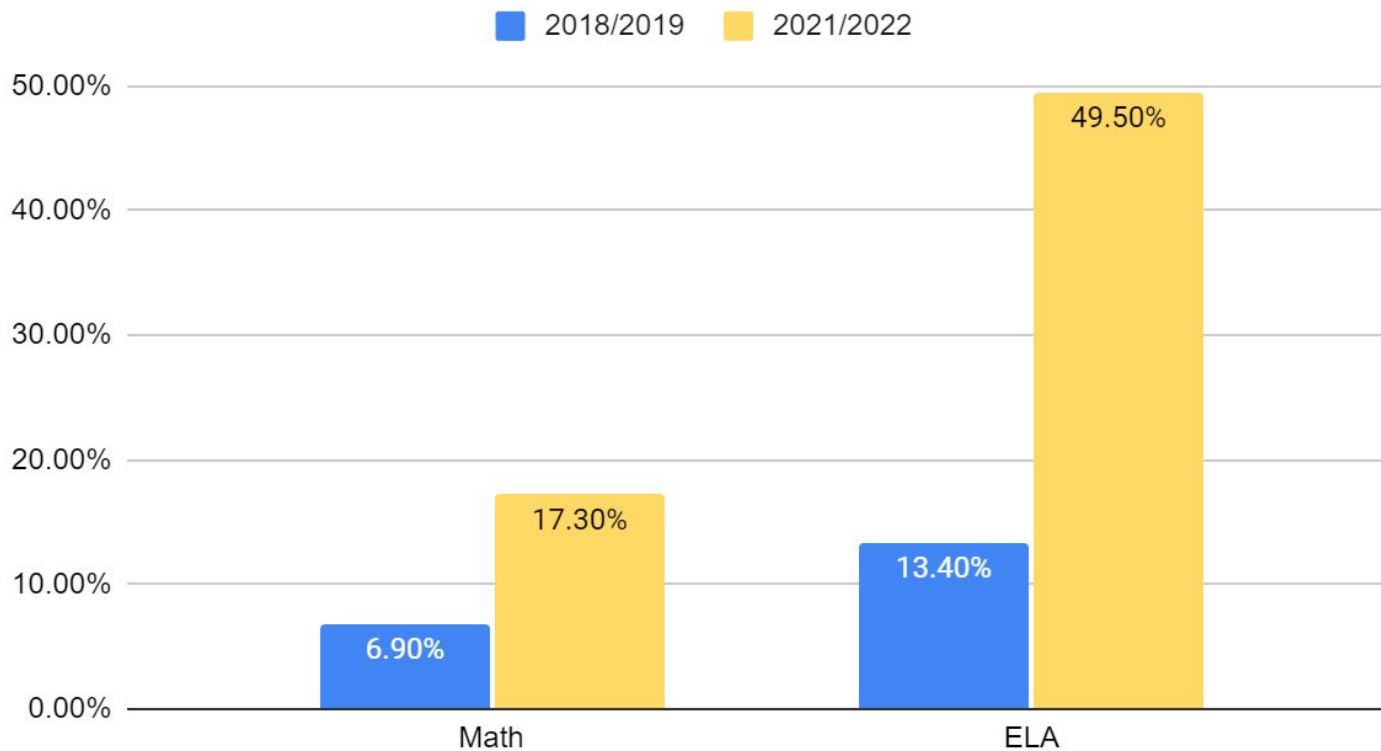
# Performance & Accomplishments



1. We matched or outperformed the state in ELA (Reading) scores for 3rd, 5th, 7th, 8th, and 9th grades.
2. Hispanic students matched or outperformed their white peers statewide in 5 out of 7 grade levels in ELA scores.
3. African-American students nearly matched their white peers statewide in 5th grade and outperformed their white peers in 7th grade EA
4. We have more students in the higher performing categories for ELA. Through this lens, CAPS Asbury outperforms the state economically disadvantaged subgroup in every grade level in ELA.
5. CAPS Asbury's demographics show a higher percentage of students that qualify for FRLP, SPED, and ELL than the State, Asbury Park or Neptune School districts.
6. Continued participant in the Warm Jacket Fund at the Community Foundation of New Jersey, 170 scholars' grade 4-9 attended a 3-day ski winter sport workshop.
7. Provides over 150 hours annually of effective data driven professional development aligned with staff needs and school-wide goals.



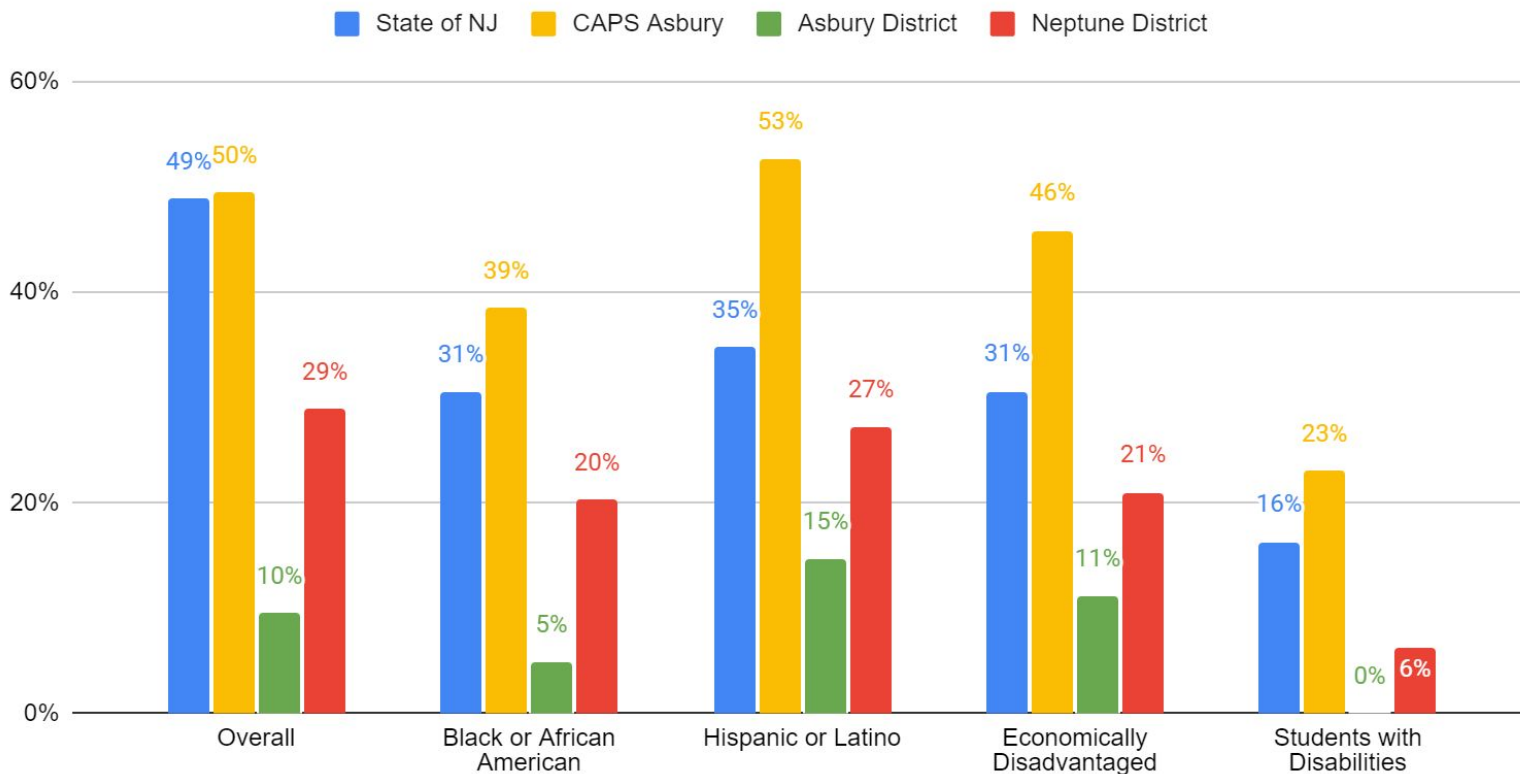
# PROGRESS YIELDS SUCCESS



**NJSLA Proficiency in Math and ELA**



# CAPS OUTPERFORMS STATE IN ELA

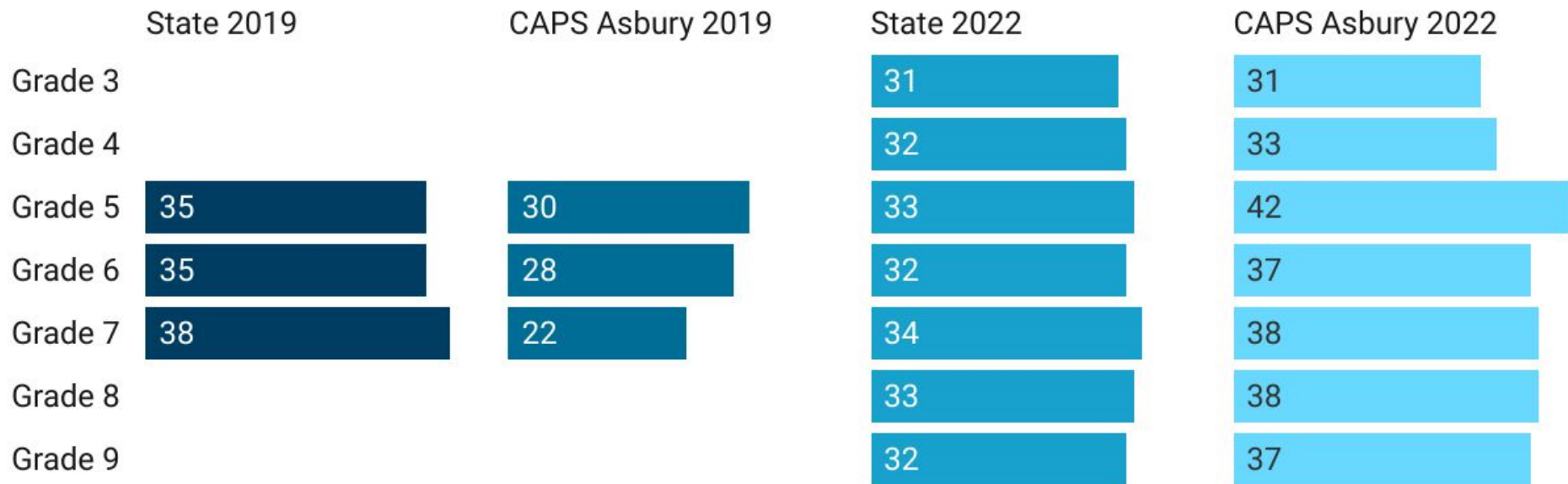


**NJSLA ELA Proficiency by Subgroups**



# CAPS Turn Around in Two Years! EXCEEDS State Average

## Writing Scores



Written Expression Scores Compared to NJ



# III. A Study of K-12 School Districts

For

College Achieve Public Schools

Presented by Dr. Robin Knutelsky  
August, 2023



# Qualifications of the Expert

## :: Professional Experience

- High school English teacher (10 years)
- K-12 Supervisor of Language Arts (14 years)
- Director, then chief, at the New Jersey Department of Education( 3 years)
- District Director of Curriculum, Instruction, Assessment, and Human Resources (4 years)

## :: Education

- The College of New Jersey, previously known as Trenton State College, BA: English (1991)
- Rutgers University, M.Ed: Administration and Supervision (1999)
- Saint Peter's University, Ed.D.: Higher Education (2022)

## :: Relevant Skills and Knowledge

- Ability to compile and conduct research
- Wide experience in teaching high school
- Leadership in K-12 school districts particular to New Jersey.
- Deep and wide experience in the understanding of systems and schools relevant to curriculum, instruction, assessment, professional development, climate, culture, and accountability.
- Consultant with a number of independent companies regarding curriculum, instruction, and professional learning.



# Guiding Research Questions

1. What are the advantages and disadvantages of a kindergarten through grade 12 single building configuration?
2. Whether a kindergarten through grade 12 single building configuration has been adopted anywhere in New Jersey or in the country?
3. Whether a kindergarten through grade 12 single building configuration presents safety issues for younger students that would not be present in a building solely dedicated to elementary grades.

# Research Question 1: What are the advantages and disadvantages of a kindergarten through grade 12 single building configuration?

## :: Advantages:

- Students who are enrolled in one coherent, well-articulated K-12 school system, experience less transitions between grade levels.
- There are school community advantages as a K-12 configuration
  - Leads to greater parental engagement.
  - Students are more confident with more personalized learning.
  - Students in a K-12 system, teachers, administrators, and families have sustained, long-lasting relationships with one another.
  - Students have strong positive academic outcomes.

## :: Disadvantages:

- Varied needs of students
- Some shared facilities



## School Districts At A Glance

### 593 Operating School Districts in NJ

253 **Single**-Building  
School District  
Configurations in NJ

340 **Multi**-Building  
School District  
Configurations in NJ

27 PK/K through High School  
**Single-Building School District**  
Configurations in NJ



## Research Question 2: Whether a kindergarten through grade 12 single building configuration has been adopted anywhere in New Jersey or in the country?

- :: With a focus only on New Jersey school districts, there are 27 single school districts that span Pre-Kindergarten or Kindergarten through high school grade levels.
- :: College Achieve Public Schools, Asbury Campus, is located in Monmouth County. This indicates that CAPS is not seeking a configuration outside of what currently exists in other New Jersey school districts throughout the state.

County	Number of	Percentage
Bergen	1	4%
Camden	6	22%
Essex	4	15%
Glouster	1	4%
Hudson	2	7%
Mercer	1	4%
Monmouth	1	4%
Morris	1	4%
Passiac	4	15%
Somerset	2	7%
Sussex	1	4%
Union	3	11%
Total	27	100%

# Research Question 3: Whether a kindergarten through grade 12 single building configuration presents safety issues for younger students that would not be present in a building solely dedicated to elementary grades.

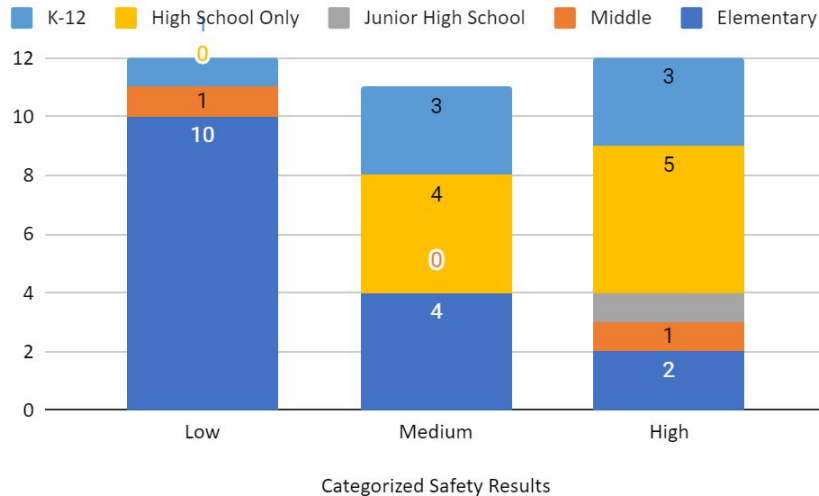
- :: Research concluded that there are 253 single school districts in New Jersey
- :: Random sample of the total population
  - Thirty-five (35) single school districts out of 253 in New Jersey represents 13.8% of the population thus validating the sample size as representative as the typical research sample standard is 10% of the total population.
  - This random sampling includes charter as well as “regular” public schools. (It is important to remember that charter schools are considered public schools as well.)
- :: This rank order was categorized as “low,” “medium,” or “high” number of safety incidents per 100 students enrolled.
  - “Low” range has been determined to reflect from 1 to .58 incidents per 100 students enrolled
  - “Medium” range runs from .77 to 2.52 incidents per 100 students enrolled.
  - “High” category has a range of 2.72 to 9.63 incidents per 100 students
- :: It is of significance that if CAPS was part of the representative sample, they would rank in the low end of the categorized safety at .46 incidents per 100 students enrolled.



# Research Question 3 Continued

Based on this data, the random sampling and where CAPS currently ranks, it can be determined that kindergarten through grade 12 single building configuration does not necessarily present safety issues for younger students that would not be present in a building solely dedicated to elementary grades. Overall, in all grade level configurations, charter schools were more likely to have a “lower” number of incidents per 100 students than the “regular” school districts.

Categorized Safety Results by Percent	Low	Medium	High
Elementary Regular	80%	20%	0%
Elementary Charter	33%	33%	33%
Middle Regular	0%	0%	100%
Middle Charter	100%	0%	0%
Junior High School Regular	0%	0%	0%
Junior High School Charter	0%	100%	0%
High School Only Regular	0%	38%	63%
High School Only Charter	0%	100%	0%
K-12 Regular	0%	50%	50%
K-12 Charter	20%	40%	40%





# On-Site Visit College Achieve Public Schools



## :: **Facilities Review**

- On-Site Visit: Monday, May 8, 2023
- Buzzed into the building and sent directly to the front office.
- Shared that students enter the building through different doors depending on their age range.
- All the buses have video, and students have assigned seats.
- Security personal circulated throughout the buildings.
- This is typical in school settings to promote student safety.
- “Trip of a Lifetime” program: Families and students applying for passports for summer travel.
- Administration shared other community building opportunities for the students including participating in beach cleanup, Boys and Girls Clubs, and working in area nursing home.

## :: **Classroom Review**

- Students were smiling, teachers were engaged
- Hallways were clear,
- Students were dressed in school uniforms.
- Two teachers present in each classroom whether it was a special education teacher, a teacher in training or an ESL teacher.



# Current Research

- :: Sackville 20/20 (2018) conducted comprehensive research in “When K-12 Students Share a Campus: Looks at the Research.” This research was conducted both in K-12 single school districts in Canada and in the United States. The Sackville research confirmed McEntire’s research in that a K-12 campus may result in “increased parental and family member involvement, better attendance, improved behavior, healthier social adjustment and sense of belonging as well as increased academic achievement” (2018).
- :: The Presidio School is a proponent of the K-12 single school district model and sees this success and advantages as evidenced in increased test scores that are well above the state levels. This research also found that the “campus is virtually free of violence” (2018). In Vancouver, Canada, a K-12 configuration contributes to “knowing our students well” and they attribute this to the students being “more likely to thrive.” (2018).
- :: Howley (2002) finds that the “K-12 model boosts academic achievement, especially for middle schoolers.” The research suggests that when a school district replicates this model, they too may experience similar findings.



# Overall Conclusions

- :: Elements of success were easily seen during the CAPS Asbury site visit. There were school and community connections in the passport program. School security to promote student safety was clearly visible. Student engagement was high and teachers were actively teaching. Students had highly engaging materials and teachers were using a variety of instructional settings including small groups, full class instruction, 1:1 instruction and pairs teaching.
- :: The advantages of a PK or K-12 single school system allow for a cohesive and aligned approach to education in order to achieve greater outcomes. Some of these advantages include articulated skill development that is not based on birth year but rather as students are ready. This is particularly important in developmental math skills as students progress through algebra. Some students are ready for algebra in grade 6 and others in grade 9. A K-12 program, in one school district, allows for greater access to higher, more rigorous courses to prepare for college.
- :: Additional access to student support services, guidance counselors, counseling services, and social emotional programming are better aligned and systematic in a K-12 system that allows a school district to deploy services where they are needed in a timely and responsible fashion. While this is true for emergency needs, and of utmost importance, a K-12 single school district can also build programs and capacity at each grade level band that is well articulated and engineered in a way that meets the developmental needs of students by grade band.



# Resources

[Expert Report](#) Compiled by Dr. Robin Knutelsky

[Fact Sheet : New Jersey Public Schools 2022-2023](#)

Howley, C. (2002) Grade - Span Configurations Where 6th and 7th grades are assigned may influence student achievement.[http://www.portangelesschools.org/UserFiles/Servers/Server\\_142018/File/Community/Capital%20Facilities%20Planning/Long-Range%20Facilities/ms3.pdf](http://www.portangelesschools.org/UserFiles/Servers/Server_142018/File/Community/Capital%20Facilities%20Planning/Long-Range%20Facilities/ms3.pdf)

*National Center for Education Statistics CCD Public School District Data 2021-2022 School Year*. Search for public school districts - search results. (n.d.).

[https://nces.ed.gov/ccd/districtsearch/district\\_list.asp?Search=1&details=1&InstName=&DistrictID=&Address=&City=&State=34&Zip=&Miles=&County=&PhoneAreaCode=&Phone=&DistrictType=7&NumOfStudents=&NumOfStudentsRange=more&NumOfSchools=1&NumOfSchoolsRange=less](https://nces.ed.gov/ccd/districtsearch/district_list.asp?Search=1&details=1&InstName=&DistrictID=&Address=&City=&State=34&Zip=&Miles=&County=&PhoneAreaCode=&Phone=&DistrictType=7&NumOfStudents=&NumOfStudentsRange=more&NumOfSchools=1&NumOfSchoolsRange=less)

Sackville 20/20. (2018, November 6). Considering a K-12 model. Sackville 20/20.

<http://www.sackvilleschools2020.com/news/2018/11/5/considering-a-k-12-model>

# IV. Operations





# School Operations

## Statement of School Operations

CAGAP Statement of Operations is designed to achieve the highest standards of safety, efficiency, legal compliance, and financial integrity.

### School Year 2023-2024

In the 2023-2024 School year we have requested to move the grades 8-12 scholars back to 3455 W Bangs Ave, Neptune and we are projecting an enrollment of 115-120 High School Scholars. We will be moving the 6th and 7th grade to Asbury Park campus and that will reduce ES enrollment at 3455 Bangs Ave. by approximately 120 scholars.

The total number of students at 3455 Bangs Ave. for 2023-34 school year will be 430-450 in grades K-5 and 8-12 approximately the same as 2022-23.

### Projections for 2023-24:

- :: 265-275 scholars in grades K-5th
- :: 60 8th grade students that will be housed in the HS school portion of campus, and
- :: 120 HS scholars in grades 9-12th.
- :: For a Total enrollment of 445 – 465 students in all grades

# CAPS Asbury 3455 West Bangs Avenue, Neptune, NJ 07753



- :: 46,000 square foot building
- :: Recently renovated
- :: 17 classrooms
- :: 12 offices
- :: Separate restroom facilities for students and faculty
- :: Cafeteria with full kitchen
- :: Gymnasium (7,500+ square feet)
- :: Stage (1250+ square feet)



**1<sup>st</sup> Floor: 23,618 sq ft**  
**2<sup>nd</sup> Floor: 22,456 sq ft**





# Renovation and Classroom Expansion

Improvements to create separate ES & HS wings in existing building

- :: Add secondary swipe/key stations at 1st & 2nd floor hallway entry doors
- :: Add new monitor station in main hallway for access to gym and cafeteria

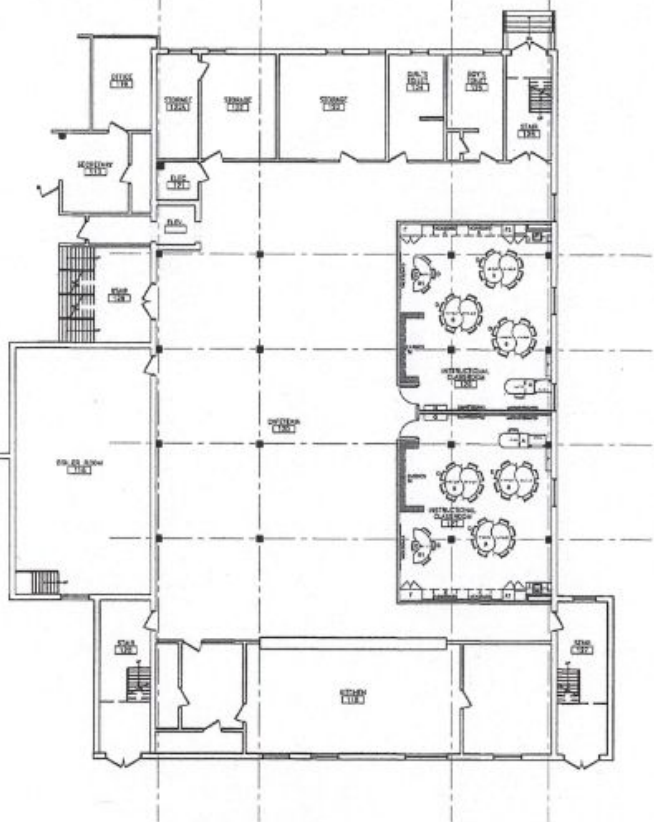
Renovation Work of mezzanine currently used as a band/multi purpose room

- :: Closing open mezzanine to provide sound attenuation to block noise from gym
- :: Add new horn/strobe and pull station
- :: Add new mini-split AC system

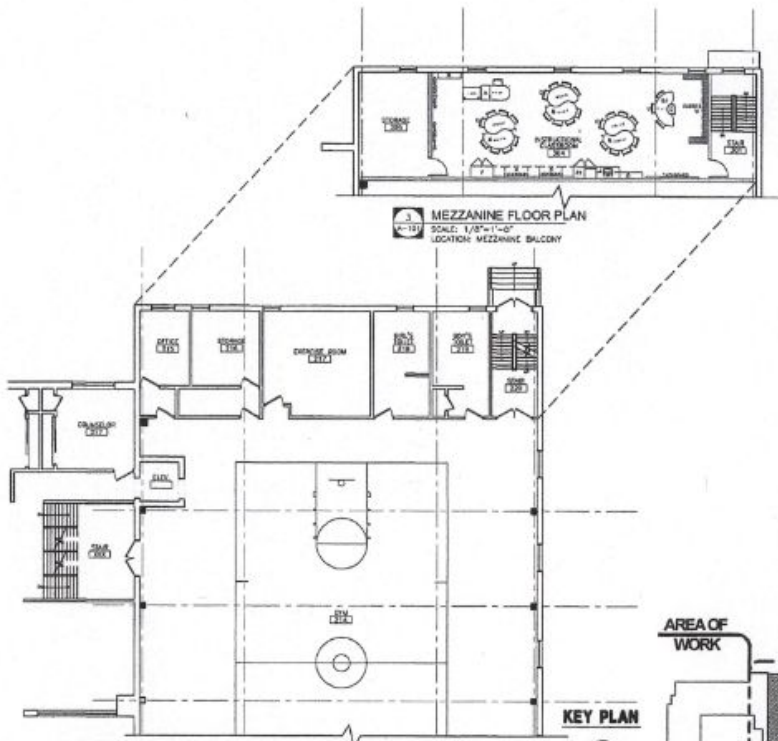
Classroom Expansion

- :: Add Two Classrooms in portion of Cafeteria
- :: Add new classroom Lighting as needed
- :: Add new AC & Heating system

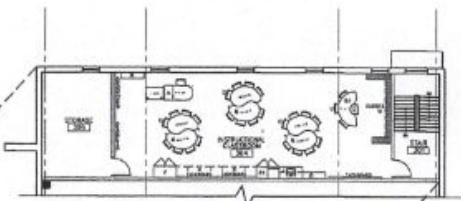




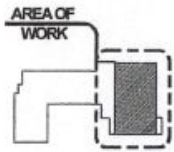
**1 FIRST FLOOR PLAN**  
 SCALE: 1/8"=1'-0"  
 LOCATION: FIRST FLOOR



**2 SECOND FLOOR PLAN**  
 SCALE: 1/8"=1'-0"  
 LOCATION: SECOND FLOOR



**3 MEZZANINE FLOOR PLAN**  
 SCALE: 1/8"=1'-0"  
 LOCATION: MEZZANINE BALCONY



**KEY PLAN**



**College Achieve Greater**  
**Asbury Park Charter School**  
 Addition of Instructional Classrooms  
 3455 West Bangs Avenue, Neptune, NJ 07753  
 Project #2221726



**NETTAARCHITECTS**  
 ARCHITECTURE - PLANNING - INTERIOR DESIGN  
 1304 ROUTE 22 WEST, MOUNTAIN SIDE, NEW JERSEY 07093  
 TEL: 973.276.0200 FAX: 973.279.1351

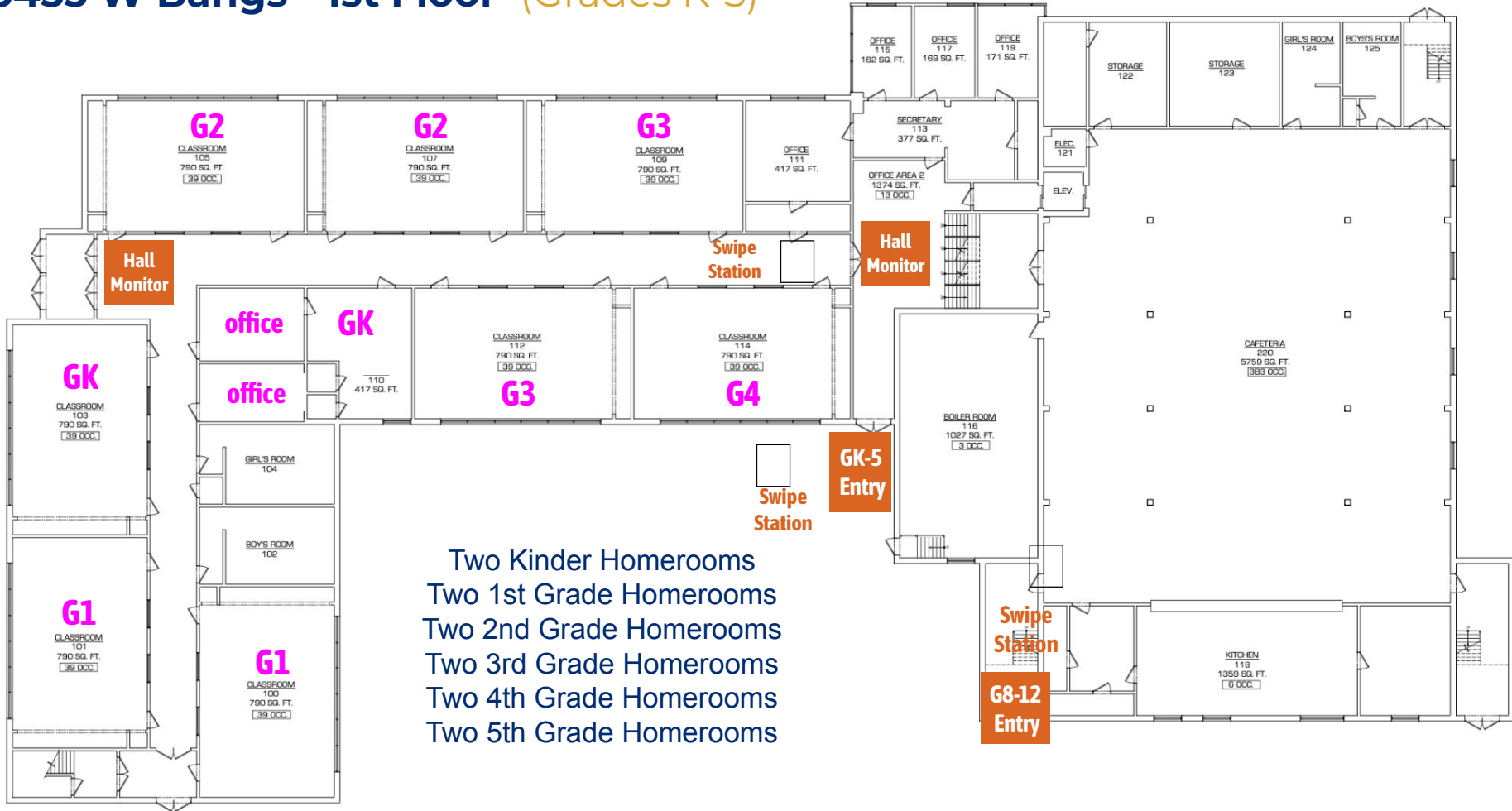
Date: 04-18-2022



# Operations

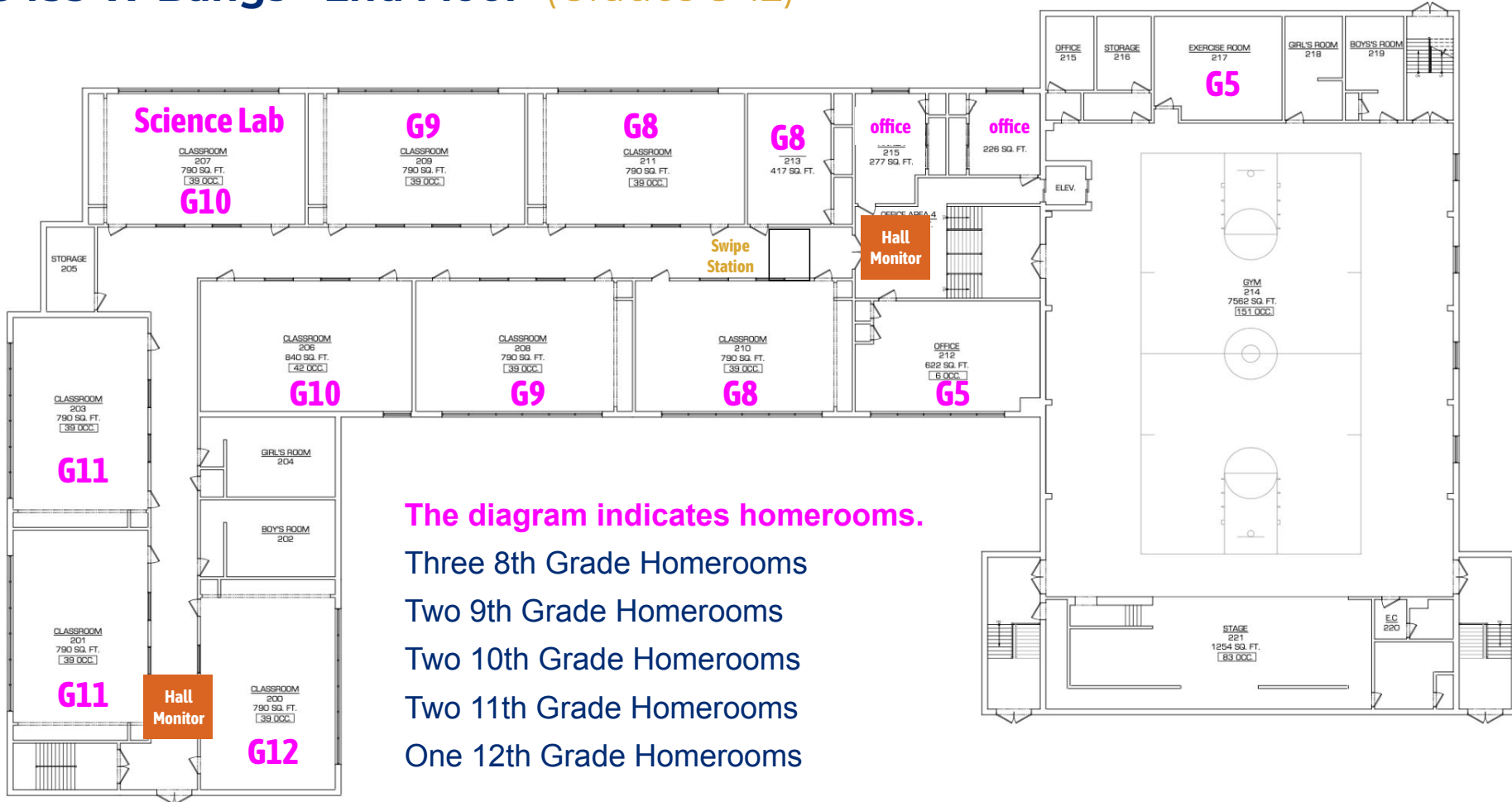
- :: ALL students will be swiped in for attendance at their entry point
- :: ALL entry points to the classroom hallways on the first and second floors will be swipe access only; only scholars in those designated grade levels will be granted access
- :: K-5 students will enter through the administrative office entry
  - K-5 students will be met by the classroom teachers then will then move to their designated homeroom class. All classes in grades K-5 will continue to be escorted by security and teaching staff during hallway transitions
- :: 8-12 students will enter at via the NW gym entry to be swiped in and walk directly upstairs to the middle & high school, 2nd floor corridor.
- :: Security is posted in hallways to monitor transition.
- :: During PE and lunch ALL scholars will be escorted by our in house security guards and classroom teachers.

# 3455 W Bangs - 1st Floor (Grades K-5)



Two Kinder Homerooms  
Two 1st Grade Homerooms  
Two 2nd Grade Homerooms  
Two 3rd Grade Homerooms  
Two 4th Grade Homerooms  
Two 5th Grade Homerooms

# 3455 W Bangs - 2nd Floor (Grades 8-12)



The diagram indicates homerooms.

Three 8th Grade Homerooms

Two 9th Grade Homerooms

Two 10th Grade Homerooms

Two 11th Grade Homerooms

One 12th Grade Homerooms



# Cafeteria and Gym Movement

**All common spaces will be monitored and supervised by assigned staff to only allow scholars to enter certain parts of the building during designated times. All K-5 and 8th grade scholars are escorted to every class period.**

## Cafeteria

**Grades K-5 will have lunch and recess staggered during their lunch block.**

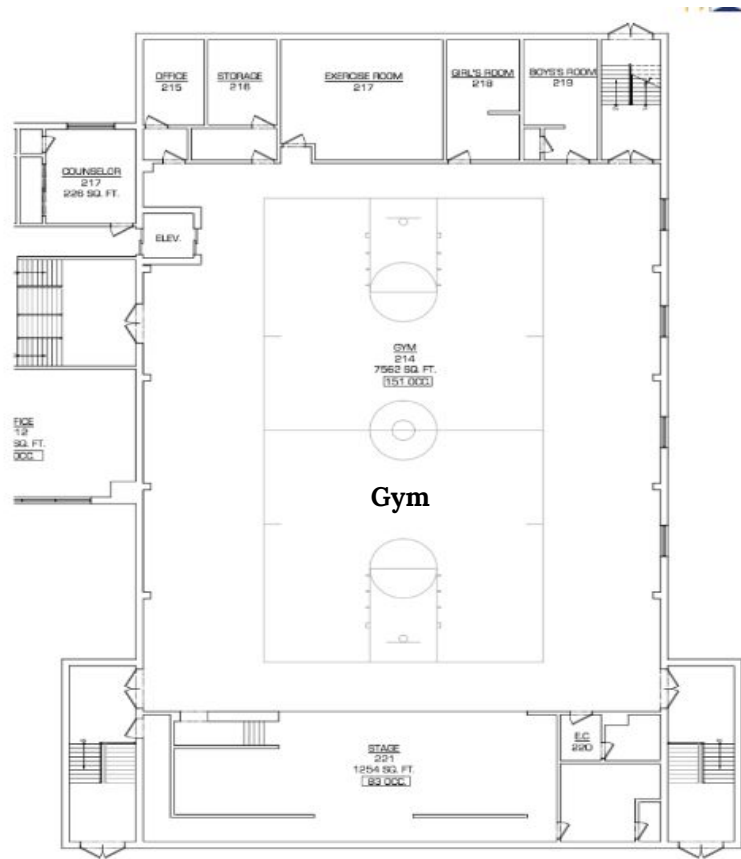
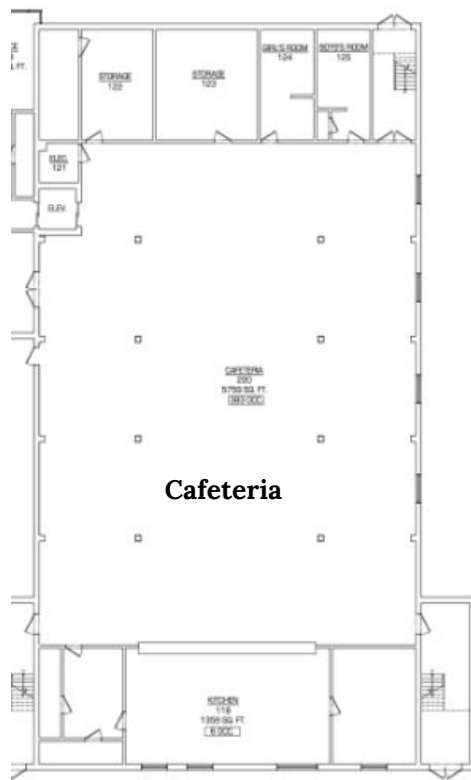
- ∴ Grades K-2 Lunch & Recess 10:09 - 10:54 am
- ∴ Grades 3-5 Lunch and Recess: 10:55-11:40 am
- 15 minute buffer between lower and upper grade cafeteria use**
- ∴ Grades 8-9 Lunch: 11:55 am -12:26 pm
- ∴ Grades 10-12 Lunch: 12:27-12:57 pm

## Gymnasium & PE

**Grades K-12 will not use the Gymnasium every day; PE will rotate on a daily basis with additional special provided in classrooms by elective teachers.**

- ∴ K & 1st PE: 1:13pm - 1:58pm
- ∴ 2nd & 3rd PE: 12:27pm - 1:12pm
- ∴ 4th PE: 10:09 - 10:54am
- ∴ 5th PE: 1:59 - 2:45 pm
- ∴ 8th Grade PE: 7:50 - 8:35 am
- ∴ 9th Grade PE: 9:23-10:03 am *\*escorted back to classrooms 5 minutes earlier than the bell schedule to allow transition time before 4th grade enters the gym*
- ∴ 10th - 12th PE: 8:36 -9:22 am

# Cafeteria/Gym Map





# Outdoor Play and Recess Movement

## **Outdoor Recess: All recess periods are supervised by CAPS staff**

- ∴ Grades K-5 will have the required recess minutes staggered during their lunch block
  - 20 minutes minimum at the beginning or end of the lunch block, varying by section
- ∴ Grades 8-12 will not have recess

## **Outdoor PE: All outdoor PE classes will be escorted to/from the space by PE teacher**

- ∴ All PE periods will follow the schedule outlined on slide 34
- ∴ There is no overlap of PE time for any K-5 and 8-12 bell periods, therefore there will be no mixed use of the outdoor space during PE periods

## **Additional Outdoor Space Use: Supervised by designated CAPS staff**

- ∴ Any use of the outdoor space not indicated on the bell schedule MUST be approved by admin and will not be granted if it would cause mixed lower/upper grade use of the same space
- ∴ Any after school athletic or extracurricular activities in the outdoor space will continue to be organized by grade level band



# Playground Map



Upper Room  
Spiritual Center

2D





# Bell Schedule: Grades K-5 Draft

Class		Period 1 7:50 - 8:35	Period 2 8:36 - 9:22	Period 3 9:23 - 10:08	Period 4 10:09 - 10:54	Period 5 10:55 - 11:40	Period 6 11:41 - 12:26	Period 7 12:27 - 1:12	Period 8 1:13 - 1:58	Period 9 1:59 - 2:45 <i>*dismissal for K-5 beings at 2:30</i>
KA	<b>Homeroom 7:20-7:50</b>	ELA	ELA	Math Lab	Lunch	Math	S/SS	ELA Lab	Special incl PE	Literacy
KB		ELA Lab	ELA	ELA	Lunch	S/SS	Math	Math Lab	Special incl PE	Literacy
1A		S/SS	ELA	ELA	Lunch	ELA Lab	Math Lab	Math	Special incl PE	Literacy
1B		Math	Math Lab	ELA Lab	Lunch	ELA	ELA	S/SS	Special incl PE	Literacy
2A		Math Lab	Math	S/SS	Lunch	ELA	ELA	Special incl PE	ELA Lab	Literacy
2B		Math Lab	S/SS	Math	Lunch	ELA	ELA	Special incl PE	ELA Lab	Literacy
3A		ELA Lab	S/SS	Math Lab	Math	Lunch	ELA	Special incl PE	ELA	Literacy
3B		Math Lab	Math	ELA	S/SS	Lunch	ELA	Special incl PE	ELA Lab	Literacy
4A		ELA	ELA	S/SS	Special incl PE	Lunch	Math	Math Lab	ELA Lab	Literacy
4B		ELA Lab	Math Lab	Math	Special incl PE	Lunch	S/SS	ELA	ELA	Literacy
5A		Math Lab - Cochrane	Math - Cochrane	ELA - Perozzi	ELA Lab - Perozzi	Lunch	Science - Muolo	Social Studies - TBD 5th/6th SS	ELA Lab	MWF: PE, T: FinLit, Th: Art
5B		ELA - Perozzi	ELA Lab - Perozzi	Science - Muolo	Social Studies - TBD 5th/6th SS	Lunch	Math - Cochrane	Math Lab - Cochrane	ELA Lab	MWF: PE, T: Art, Th: FinLit



# Bell Schedule: Grades 8-12 Draft

Class		Period 1 7:50 - 8:35	Period 2 8:36 - 9:22	Period 3 9:23 - 10:08	Period 4 10:09 - 10:54	Period 5 10:55 - 11:40	Period 6 11:41 - 12:26	Period 7 12:27 - 1:12	Period 8 1:13 - 1:58	Period 9 1:59 - 2:45
8A		MWF: PE, T: Art, Th:FinLit	Math - 8th Math Hire	Math Lab - 8th Math Hire	Science - Muolo	Social Studies - Mr D	15 min study hall then 30 min Lunch	ELA - 8th ELA Hire	ELA Lab - 8th ELA Hire	ELA Lab
8B		T/Th: PE, M: Art, W: FinLit, F: Art	ELA - 8th ELA Hire	ELA Lab - 8th ELA Hire	Math - 8th Math Hire	Math Lab - 8th Math Hire	15 min study hall then 30 min Lunch	Science - Muolo	Social Studies - Mr D	ELA Lab
8C		T/Th: PE, M: FinLit, W: Art, F: FinLit	Social Studies - Mr D	Science- Muolo (this is double booked)	ELA - 8th ELA Hire	ELA Lab - 8th ELA Hire	15 min study hall then 30 min Lunch	Math - 8th Math Hire	Math Lab - 8th Math Hire	ELA Lab
9A		Algebra 1 Taylor	Math Lab Taylor	PE/ Visual or Performing Art	Biology with lab- Podgorny	Writing WS elective / CTE Option 1 (21 century)	15 min study hall then 30 min Lunch	World History - TBD	English I Ganz	Spanish 1
9B	<b>Homeroom 7:30-7:50</b>	World History - TBD	English I Ganz	PE/ Visual or Performing Art	Spanish 1	Writing WS elective / CTE Option 1 (21 century)	15 min study hall then 30 min Lunch	Algebra I Taylor	Biology with lab- Podgorny	Math lab Taylor
10A		Math Lab Knoll	PE/Visual or Performing Art	US History - Lyden	SAT Loesch / CTE Option 2 (21 century)	AP Seminar - English II Loesch	15 min study hall then 30 min Lunch	Geometry Knoll	Spanish 2	Chemistry with lab- Podgorny
10B		Spanish 2	PE/ Visual or Performing Art	Chemistry with lab- Podgorny	Geometry Knoll	Math Lab Knoll	AP Seminar - English II Loesch	30 min Lunch then 15 min study hall	US History - Lyden	SAT Loesch / CTE Option 2 (21 century)
11A		Physics with lab - Podgorny	CTE (21 century)/PE	Algebra II Taylor	Math Lab Taylor (elective)	SAT / FinLit	Spanish 3	30 min Lunch then 15 min study hall	AP USH Section - US History II Lyden	AP Lang Section - English III Ganz
11B		AP Seminar Section - US History II Lyden	PE/CTE (21 century)	Spanish 3	AP Lang Section - English III Ganz	Physics with lab - Podgorny	SAT / FinLit	30 min Lunch then 15 min study hall	Algebra II Knoll	Math Lab Knoll (elective)
12A		Dual Enrollement Section - English IV Loesch	Elective TBD/PE	Dual Enrollment Business - Tim	AP World History Section - Lyden or Mayer	CTE 1/CTE 2 (electives)	Japanese - DiSabato	30 min Lunch then 15 min study hall	Home Economics Elective - DiSabato	Electives & Credit Recovery

# V. Traffic & Transportation







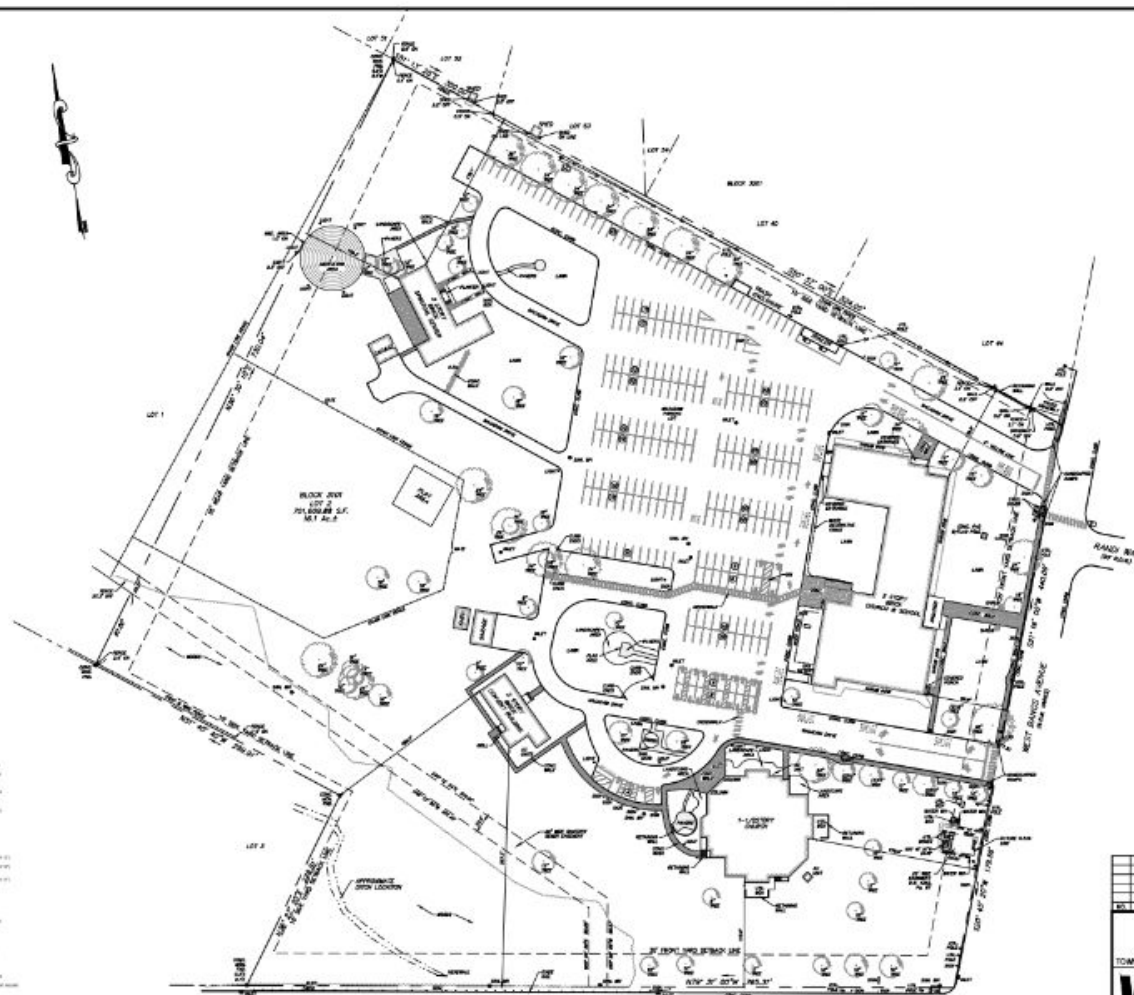
USE VARIANCE  
 PLAN  
 OF  
 LOT 2 BLOCK 3101  
 TOWNSHIP OF NEPTUNE  
 MONMOUTH COUNTY, NJ



www.wh-engineers.com  
 257 Meadow Brook Plaza, Suite A, Box 7, Cranbury, NJ 07715  
 Phone: 732-255-1113

Drawn by: JTB Date: 5/24/23 Job No.: 2023-0101 Sheet No.: 1 of 1





- LEGEND**
- █ BLOCK 301
  - █ LOT 2
  - █ LOT 3
  - █ LOT 4
  - █ LOT 5
  - █ LOT 6
  - █ LOT 7
  - █ LOT 8
  - █ LOT 9
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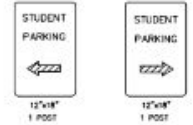


NEW JERSEY STATE HWY. ROUTE NO. 33 (Rt 33)

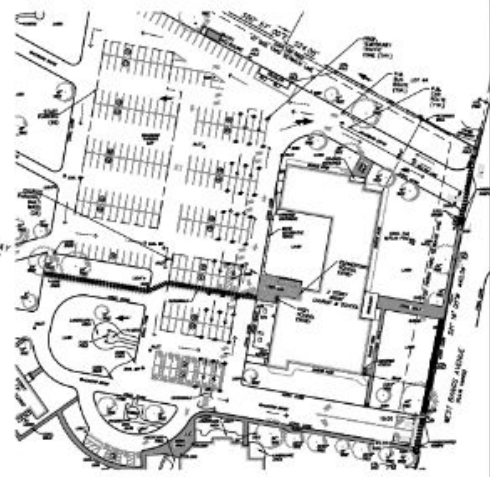
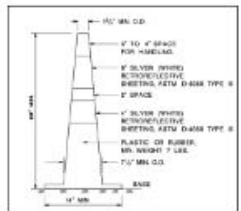
DATE	BY	REVISION	SCALE
<b>SITE PLAN &amp; USE VARIANCE PLAN</b>			
OF			
<b>LOT 2 BLOCK 3101</b>			
TOWNSHIP OF NEPTUNE, MONMOUTH COUNTY, NEW JERSEY			
<b>WH</b> WALTER HOPKIN ARCHITECTS 1000 ROUTE 100 MONMOUTH COUNTY, NJ 08852 TEL: 732-329-1000 WWW.WALTERHOPKINARCHITECTS.COM		EXISTING CONDITIONS PLAN	
		WALTER HOPKIN ARCHITECTS 1000 ROUTE 100 MONMOUTH COUNTY, NJ 08852 TEL: 732-329-1000 WWW.WALTERHOPKINARCHITECTS.COM	
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STUDENT PARKING SIGN DETAIL



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NEW JERSEY STATE HWY ROUTE NO. 33  
1" = 50'

NO.	DATE	DESCRIPTION	DRAWN BY
<b>SITE PLAN &amp; USE VARIANCE PLAN</b> OF <b>LOT 2 BLOCK 3101</b> TOWNSHIP OF NEPTUNE MONMOUTH COUNTY NEW JERSEY			
		<b>USE VARIANCE/SITE PLAN</b> WALTER JOSEPHI HOPKIN 1000 ROUTE 100 SUITE 200 FREEHOLD, NJ 07728	
DATE	NO.	BY	APP. BY





# Transportation

## Projections for 2023-24

- :: Total enrollment of 445 – 465 students
- :: 265-275 students in grades K-5th
- :: 60 students in 8th grade, that will be housed in the HS school portion of campus, and
- :: 120 HS students in grades 9-12

## Vehicles:

- :: 6 buses used daily for drop off and pick up
- :: Approximately 80-85 vehicles for parental drop off and 50 vehicles for parental pickups
- :: Approximately 65 staff vehicles

## After School Programming

- :: The After School Program averages 40 participants and is run by the Boys and Girls Club (BGC)
- :: The program ends at 6:00 PM with all students picked up by parents anywhere between 3:30-6:00 PM.
- :: Approximately 10 MS age students are transported off site by bus to the BGC in Asbury Park.



# Arrivals Drop Off: 7:00 – 7:50 AM



**There are 8 CAPS staff assigned to direct traffic, greet students, and supervise the arrival process.**

- :: All arrivals are via the north driveway.
- :: School staff set up cones to direct cars and buses to their respective drop off zones.
- :: **Bus Arrival:** The first bus arrives at approximately 7:00 AM with the last bus arriving by 7:45.
  - It takes approximately 6 minutes to unload a 54-passenger bus.
- :: **Car Arrival:** cars are directed around the cones in the bus lane but turn out of the bus lane and proceed to the car drop zone.
  - Anywhere from 3-4 cars can be unloaded simultaneously in the car drop zone and this eliminates any major backups during the peak drop off time, 7:25 – 7:45.
- :: **High school student drivers** arriving by car and will proceed directly to the designated parking area then be directed by staff to disembark at the main entryway and enter through the school via the NW Gym entry only where they will be required to swipe in at the HS station. It's not anticipated that many HS students will drive to school.

# Departures and Pickup: 2:30-3:00 PM



**CAPS Staff monitor all departures including the loading of the buses and parental pickups.**

- :: Students remain in their classrooms after the final bell until given permission to depart for their bus or notified their guardian has arrived.
- :: Both cars and buses can be loaded simultaneously.
- :: **Pickup:** Designated CAPS staff set up cones creating up to three car lanes. Cars arrive prior to the last bell and que up behind the pickup zone and continue to arrive over the next 30 minutes. CAPS has an additional 4-5 staff members assigned to car pick up procedure & staff members identify the cars/guardian and call back into school to release the individual students. The students are then hand walked out to pick up area. The cars then proceed to exit the parking lot via the south driveway.
- :: **Bus Departure:** Students taking the bus exit the building via the north wing entry/exit. While the students being picked up exit the building via the main entry where they are hand walked to the car pick up zone and released to a guardian.
- :: The buses/routes are color coded, and all teachers know which students are assigned to which color/route. There are two shifts of bus loading



# Extracurriculars

The Boys & Girls Club of Monmouth provides an After School Program at our 3455 West Bangs, Neptune, NJ location. Programs and activities include Homework Help, STEAM, Sports & Fitness, Emotional Wellness, Tutoring, Art & Design, and Mentoring for CAPS Asbury Park students ages 5-13. Each year, approximately 50 students attend this program and utilize the cafeteria and elementary classrooms. There are also a few students (less than 10) who get bussed over to the Boys & Girls Club Asbury Park Unit on Monroe Avenue.

Over 150 CAPS Asbury Park students will participate in our Summer Of A Lifetime (SOAL) programs - attending some of the most prestigious universities in the world: Oxford, Princeton, Harvard, University of Paris, University of Siena, Stanford, Simmons, Rutgers, NJIT, and more.

[Ruby Lopez](#) of Asbury Park or Neptune speaks about her time at Princeton and visiting Einstein's classroom.

**Kevin Craig**  
**School Safety & Security Expert**  
**Porzio Compliance Services**





# Introduction

- ∴ Kevin M. Craig, Assistant Vice President, Porzio Compliance Services was retained to conduct an expert review of police response records related to College Achieve Greater Asbury Park Charter School in Neptune, New Jersey between January 1, 2021 and May 30, 2023.



## Background & Expertise

- ∴ Kevin Craig is a recognized subject matter expert in law enforcement, management, and school security.
- ∴ A retired New Jersey Police Chief, he has over 30 years of experience in public safety, emergency management and school security.
- ∴ He is a Licensed Private Detective and is certified as a Public Manager, Police Instructor, School Safety Specialist, Security Officer Instructor (SORA), and School Resource Officer in New Jersey.
- ∴ Chief Craig holds a Master's Degree in Public Administration with a specialization in School Security and Safety Administration.



# Findings

- ∴ The report concluded that the types and frequency of incidents and responses that are directly related to the school are similar to those commonly seen in public and non-public K-12 school districts.
- ∴ Many of the incidents included in the call lists were unrelated to the school and those related to the school often involved facility or other issues common to schools regardless of enrollment or grade levels served.

# Christine Cofone

AICP PP

