



School Integration in New Jersey

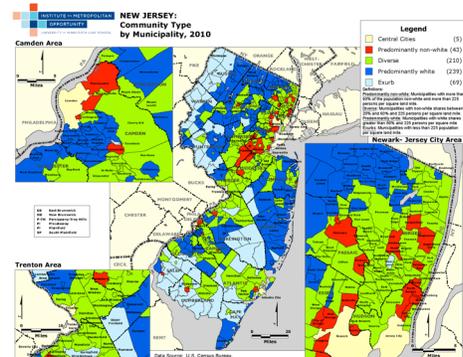
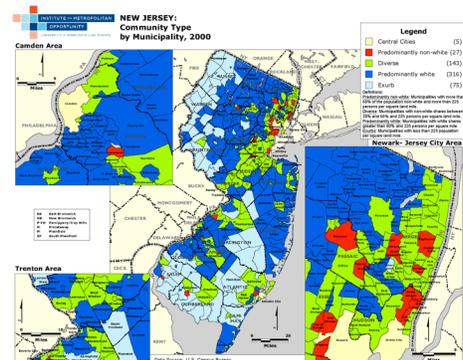
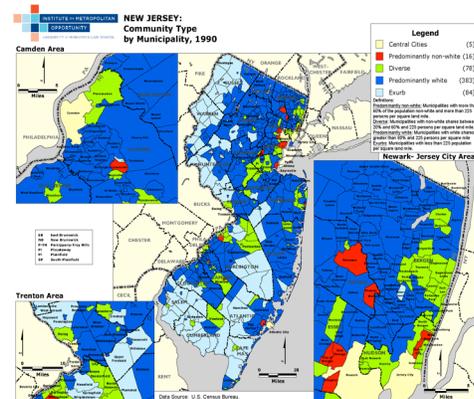
A Community and Legislative Response

Purpose of action

To present our ideas and secure a commitment of support for both a process and a policy response to the problem of school segregation in New Jersey.

What we believe:

- We recognize that segregation is wrong. Segregation in schools and housing thwarts opportunity, harms our economy, divides our politics, and cuts short lives.
- We believe that there is an opportunity for a *political* solution to the problem - one that could lead to a legislative remedy with broad multiracial support across the state.
- We believe such a remedy could be both achievable and transformative for communities and families.
- We believe the opportunity exists today (in part) because of the changing demographics in the older and more fully developed suburban school districts and communities. Not only inner ring suburbs, but also places like *West Orange, Woodbridge, Hamilton (Mercer), Cherry Hill, Galloway and Gloucester Townships*.
- Diverse school districts represent a significant and growing portion of New Jersey's communities today and *the lion's share of the majority party's legislative districts*.
- A remedy that affirms and responds *positively* to the challenges and needs of these middle and working class districts can *garner broad support in the legislature*.
- A remedy that ignores or alienates these places will lead to *racial polarization, demagoguery, and gridlock*.
- A remedy *must also involve and consider the critical issues facing cities and urban districts* where segregation has done the most harm. But the politically powerful and increasingly diverse middle-class suburbs have an important and potentially positive role to play.



Target communities – below is a list of suburban school districts that are the most fiscally strained and economically diverse

District Name	Size Category	Fiscal		Combined ranking	County	BONJ Local Dist Council	LEG DIST Party
		Diverse Rank % Above the State Median of 11.7% FARM	Contraint Rank % above State Median \$10,935 Cap PP				
Clayton Public	Medium	276	82	294	Gloucester	Southern Region	3 D
Glassboro	Medium	273	87	286	Gloucester	Southern Region	3 D
Logan Township	Small	105	116	89	Gloucester	Southern Region	3 D
Paulsboro	Medium	507	79	528	Gloucester	Southern Region	3 D
Swedesboro-Woolwich Township Of Franklin	Small	97	70	127	Gloucester	Southern Region	3 D
Upper Deerfield Township	Medium	191	56	235	Gloucester	Southern Region	3 D
West Deptford Township	Small	361	101	360	Cumberland	Southern Region	3 D
Clementon Elementary	Medium	147	89	158	Gloucester	Southern Region	3 D
Gloucester Township	Small	369	113	356	Camden	Southern Region	4 D
Lindenwold Public	Large	188	76	212	Camden	Southern Region	4 D
Monroe Township Public	Medium	533	89	544	Camden	Southern Region	4 D
Pitman Boro	Large	204	79	225	Gloucester	Southern Region	4 D
Washington Township	Medium	119	83	136	Gloucester	Southern Region	4 D
Winslow Township	Large	74	83	91	Gloucester	Southern Region	4 D
Audubon Public	Large	297	89	308	Camden	Southern Region	4 D
Barrington	Medium	103	59	144	Camden	Southern Region	5 D
Bellmawr Public	Small	132	105	127	Camden	Southern Region	5 D
Deptford Township Public	Small	310	87	323	Camden	Southern Region	5 D
Haddon Heights	Medium	267	87	280	Gloucester	Southern Region	5 D
Mantua Township	Medium	67	55	112	Camden	Southern Region	5 D
Runnemede Public	Medium	75	78	97	Gloucester	Southern Region	5 D
Woodbury City Public	Small	255	96	259	Camden	Southern Region	5 D
	Medium	368	90	378	Gloucester	Southern Region	5 D
South Orange-Maplewood	Large	158	87	171	Essex	Northeast Distrct	27 D
West Orange Public Schools	Large	198	90	208	Essex	Northeast Distrct	27 D
Bloomfield Township	Large	242	83	259	Essex	Northeast Distrct	28 D
Belleville Public Schools	Medium	248	87	261	Essex	Northeast Distrct	29 D
Clifton Public	Large	123	89	134	Passaic	Northeast Distrct	34 D
Montclair Public	Large	150	97	153	Essex	Northeast Distrct	34 D
Haledon Public	Small	479	79	500	Passaic	Northeast Distrct	35 D
Prospect Park Public	Small	523	84	539	Passaic	Northeast Distrct	35 D
Hawthorne Public	Medium	86	95	91	Passaic	Northeast Distrct	38 D
Manville	Medium	180	87	193	Somerset	Mid Jersey Distric	16 D/R
Somerville Public	Medium	230	65	265	Somerset	Mid Jersey Distric	16 D/R
North Brunswick Township	Large	175	82	193	Middlesex	Mid Jersey Distric	17 D
Piscataway Township	Large	150	88	162	Middlesex	Mid Jersey Distric	17 D
Edison Township	Very Large	85	94	91	Middlesex	Mid Jersey Distric	18 D
Highland Park Boro	Medium	232	95	237	Middlesex	Mid Jersey Distric	18 D
South Plainfield	Medium	91	91	100	Middlesex	Mid Jersey Distric	18 D
South River Public	Medium	217	88	229	Middlesex	Mid Jersey Distric	18 D
Carteret Public	Medium	423	91	432	Middlesex	Mid Jersey Distric	19 D
Sayreville	Large	145	88	157	Middlesex	Mid Jersey Distric	19 D
South Amboy	Medium	270	98	272	Middlesex	Mid Jersey Distric	19 D
Woodbridge Township	Very Large	167	76	191	Middlesex	Mid Jersey Distric	19 D
Hillside	Medium	498	86	512	Union	Mid Jersey Distric	20 D
Roselle Public Schools	Medium	421	102	419	Union	Mid Jersey Distric	20 D
Dunellen Public	Medium	188	75	213	Middlesex	Mid Jersey Distric	22 D
Linden Public	Large	411	95	416	Union	Mid Jersey Distric	22 D
Middlesex Borough	Medium	126	86	140	Middlesex	Mid Jersey Distric	22 D
North Plainfield	Medium	299	87	312	Somerset	Mid Jersey Distric	22 D
Rahway Public	Medium	376	89	387	Union	Mid Jersey Distric	22 D
Berlin Township	Small	315	115	300	Camden	Lower Delaware	6 D
Cherry Hill	Very Large	61	69	92	Camden	Lower Delaware	6 D
Collingswood Public	Medium	209	74	235	Camden	Lower Delaware	6 D
Haddon Township	Medium	72	74	98	Camden	Lower Delaware	6 D
Maple Shade	Medium	207	83	224	Burlington	Lower Delaware	6 D
Pennsauken Township	Large	429	86	443	Camden	Lower Delaware	6 D
Stratford	Small	132	66	166	Camden	Lower Delaware	6 D
Bordentown Regional	Medium	117	73	144	Burlington	Lower Delaware	7 D
Burlington City Public	Medium	369	91	378	Burlington	Lower Delaware	7 D

Burlington Township	Medium	109	84	125 Burlington	Lower Delaware	7 D
Delran Township	Medium	86	74	112 Burlington	Lower Delaware	7 D
Edgewater Park Township	Small	296	105	291 Burlington	Lower Delaware	7 D
Florence Township	Medium	186	88	198 Burlington	Lower Delaware	7 D
Palmyra Public	Medium	212	73	239 Burlington	Lower Delaware	7 D
Riverside Township	Medium	326	80	346 Burlington	Lower Delaware	7 D
Willingboro Public	Large	366	94	372 Burlington	Lower Delaware	7 D
Eatontown Public	Medium	198	133	165 Monmouth	Jersey Shore	11 D
Freehold Borough	Medium	471	81	490 Monmouth	Jersey Shore	11 D
Red Bank Borough Public	Small	608	150	558 Monmouth	Jersey Shore	11 D
Tinton Falls	Medium	124	108	116 Monmouth	Jersey Shore	11 D
Bayonne	Large	338	84	354 Hudson	Hudson River Dis	31 D
Fairview Public	Medium	460	133	427 Bergen	Hudson River Dis	32 D
Guttenberg	Small	579	121	558 Hudson	Hudson River Dis	32 D
Harrison Public Schools	Medium	431	115	416 Hudson	Hudson River Dis	32 D
Kearny	Medium	289	84	305 Hudson	Hudson River Dis	32 D
North Bergen	Large	493	94	499 Hudson	Hudson River Dis	32 D
Weehawken Public	Medium	458	141	417 Hudson	Hudson River Dis	33 D
Elmwood Park	Medium	186	100	186 Bergen	Hudson River Dis	35 D
Cliffside Park	Medium	339	100	339 Bergen	Hudson River Dis	36 D
East Rutherford	Small	166	134	132 Bergen	Hudson River Dis	36 D
Little Ferry Public	Small	110	112	98 Bergen	Hudson River Dis	36 D
Lyndhurst	Medium	124	112	112 Bergen	Hudson River Dis	36 D
Ridgefield Park	Medium	253	82	271 Bergen	Hudson River Dis	36 D
Ridgefield	Medium	127	83	144 Bergen	Hudson River Dis	36 D
Wallington Boro	Medium	116	87	129 Bergen	Hudson River Dis	36 D
Wood-Ridge	Medium	108	97	111 Bergen	Hudson River Dis	36 D
Bogota Public	Medium	187	85	202 Bergen	Hudson River Dis	37 D
Englewood Public	Medium	492	168	424 Bergen	Hudson River Dis	37 D
Hackensack	Medium	364	101	363 Bergen	Hudson River Dis	37 D
Leonia Public	Medium	83	80	103 Bergen	Hudson River Dis	37 D
Palisades Park	Medium	165	119	146 Bergen	Hudson River Dis	37 D
Teaneck	Medium	150	109	141 Bergen	Hudson River Dis	37 D
Bergenfield Borough	Medium	128	85	143 Bergen	Hudson River Dis	38 D
Lodi	Medium	320	88	332 Bergen	Hudson River Dis	38 D
East Windsor Regional	Medium	161	83	178 Mercer	Capitol Region	14 D
Hamilton Township Public	Very Large	168	87	181 Mercer	Capitol Region	14 D
Jamesburg Public	Small	324	111	313 Middlesex	Capitol Region	14 D
Spotswood Public	Medium	83	60	123 Middlesex	Capitol Region	14 D
Ewing Township	Medium	202	85	217 Mercer	Capitol Region	15 D
Lawrence Township Public	Medium	116	101	115 Mercer	Capitol Region	15 D
Absecon Public Schools District	Small	197	70	227 Atlantic	Atlantic Region/S	2 D/R
Atlantic City Public Schools	Large	601	162	539 Atlantic	Atlantic Region/S	2 D/R
Brigantine Public	Medium	277	203	174 Atlantic	Atlantic Region/S	2 D/R
Buena Regional	Medium	324	78	346 Atlantic	Atlantic Region/S	2 D/R
Egg Harbor City	Small	599	86	613 Atlantic	Atlantic Region/S	2 D/R
Egg Harbor Township	Large	221	85	236 Atlantic	Atlantic Region/S	2 D/R
Hamilton Township	Medium	294	95	299 Atlantic	Atlantic Region/S	2 D/R
Mullica Township	Small	284	90	294 Atlantic	Atlantic Region/S	2 D/R
Northfield City	Medium	79	76	103 Atlantic	Atlantic Region/S	2 D/R
Somers Point	Medium	339	65	374 Atlantic	Atlantic Region/S	2 D/R
Ventnor City	Medium	396	152	344 Atlantic	Atlantic Region/S	2 D/R

Our Process and Structure

A **Statewide steering committee** was formed in May (after two years of educational groundwork on this issue) composed of leaders from each region of the state.

Local “Listening Sessions” and training workshops

We are divided into three regions (north, central and south) and eight sub regions, **Local District Councils** (LDCs). Most LDCs include two or more legislative districts.

Each LDC is forming a **Local Organizing Committee** (LOC) made up of a diverse group of local constituency leaders. They are being recruited and trained to organize in their Local District with an emphasis on the targeted school districts and communities.

Each LDC will have a delegate and two alternates represented on the **State Steering Committee** (SSC). Delegated will be chosen initially by the steering committee but can be replaced by the LDC **Local Organizing Committee**.

A Strategic Planning Team (SPT) will operate on a statewide level and will be made up of at least one representative from the three major regions: **North, Central, and South**

This group will strategize about long-term plans, structure, training, power relationships, and money.

A fundraising strategy will be developed and initiated by this group including a dues structure for institutional and individual members and

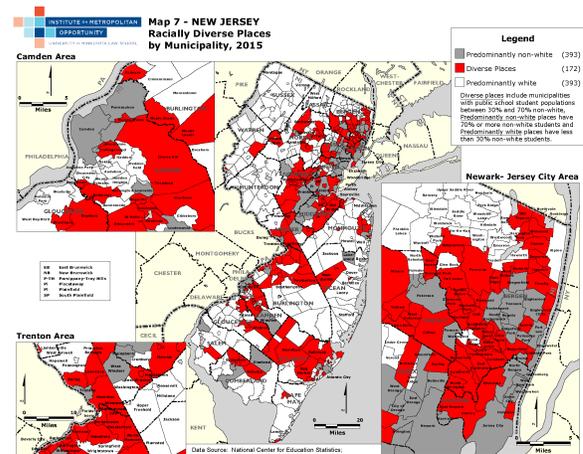
They will each hold a “listening session” to seek input on a remedy to the problem of school segregation from constituency groups and leaders. They will hold training sessions to better prepare them to organize members and allies and to articulate their strategy, program, and vision.

Each regional gathering will include:

- School administrators
- Board members
- Parent and teacher organizations including affiliate and rank and file leadership
- Student organizations
- Clergy and faith leaders
- Civil Rights organizations
- Civic organizations
- Labor leaders
- Legislative and local elected leaders
- Representative from Administration

Each regional gathering will have a similar format:

- Explain lawsuit
- Present an initial set of “guiding principles” as a framework for a potential remedy and the basis for the conversations.



- Present relevant information about each region and the districts as they relate to current levels of school segregation and how potential outcomes of the litigation might impact them.
- Get feedback (panel of leaders and experts)
- Get buy-in (panel of leaders and experts)
- Next steps - invitation to join
- Provide support and direction on organizing in their local district.

And should end with commitments to:

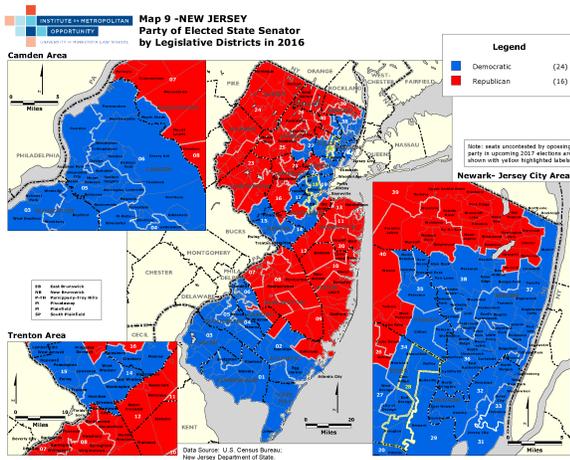
- Continue and expand the conversation with the Regional Organizing Committee
- Provide ongoing input and representation to the State Steering Committee
- Send representatives to a statewide gathering in early spring with Governor and legislative leadership
- Solicit reaction to the principles and input on remedy
- Secure a consensus on framework of remedy based on principles of inclusion, sustainability and opportunity

The Steering Committee will deliberate -

Toward the end of 2018 and early 2019, a significantly broader and more informed steering committee will consult with civil rights, education experts and political leaders to further narrow its recommendations for a remedy.

Our primary criteria will be that a remedy has to:

- Have real potential to be transformative for students and communities
- Can be achieved legislatively and be broadly supported
- Be economically viable and



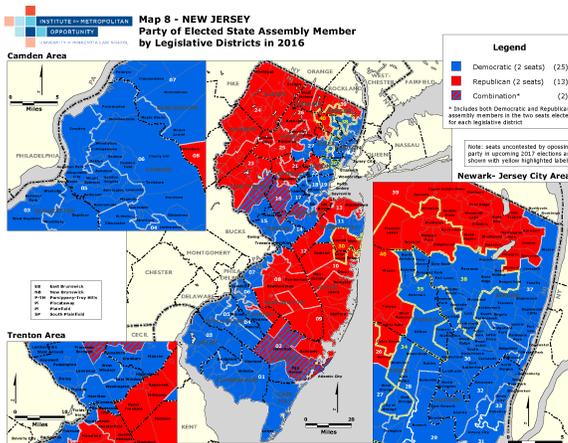
politically sustainable.

There will be a large, statewide gathering in early 2019.

This gathering will include the Governor, the Education Commissioner, and key legislative leadership. It will also include education and community leaders from across the state. The meeting will seek to secure initial commitments around the group's recommendations. This may come in the form of a panel of experts, stakeholders and practitioners authorized by the

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Governor and the formation of a Joint Legislative Committee to hold hearings the topic.

Regional groups will continue to organize

Meetings will be organized throughout state to build more support among

community leaders and legislators for the recommendations.

Leaders will provide local and national expert testimony and witnesses for legislative hearings.

Building One New Jersey and the Statewide Steering Committee continue to campaign providing logistical and communication support and leadership training for what will now be a public campaign.

We will draw on our networks of civil rights, law and policy experts in New Jersey and nationally through Building One America as well as our own experienced constituency leaders and members. In addition, will provide trainings for leaders of key constituencies and organizations to prepare of ourselves for what may be a protracted campaign.

Our Framework for a Remedy

Principles to consider in shaping a legislative remedy that is morally just and meaningful, transformative, economically sound, and politically sustainable.

1. A remedy must involve everyone

- ***All school districts bear some responsibility and have a role to play in solving the problem of school segregation in New Jersey.***
 - *All districts, schools, and classrooms should better reflect the diversity of their regions and the state as a whole.*
 - *A remedy should involve a combined approach and employ multiple tools for achieving inclusion goals for every district and classroom.*
 - *Tools should include: school funding, intra-district enrollment, magnet schools, district and classroom level strategies and fair housing.*
 - *A remedy should avoid short-term quick-fixes, especially ones that settle for costly expenditures in lieu of true inclusion.*

2. Don't blame the victim

- ***New Jersey's high poverty and racially isolated communities did not create segregation and their students did not choose it.***
 - *They should not be asked to bear the burden of fixing it financially or otherwise.*
 - *Segregation is a structure of external exclusion. A remedy should not seek to "disburse" or "distribute" students. Instead, it should aim to remove any and all obstacles to mobility, and maximize regional access to opportunity.*

3. Not all suburban and urban districts are the same

- ***School districts in New Jersey are more than just white and black, rich and poor, urban and suburban.***
 - *A remedy must recognize the significant differences in communities based*

on racial, ethnic and economic demographics of the students and the relative fiscal capacity (tax base) of school district (not just the wealth of the residents).

- *Students from disadvantaged and segregated neighborhoods should get priority placement in the most advantaged districts.*

- *A remedy should employ a regional “opportunity index” that establishes fair inclusion goals based on current fiscal capacity and racial and economic diversity. Regional opportunity indexing can discern the varying levels of integration needed to meet inclusion goals.*

4. Diverse districts are an important part of the answer

- ***A significant number of mostly (but not only) suburban school districts are increasingly diverse.***

- *Districts should be recognized for their relative diversity and supported in meaningful efforts to promote integration and inclusion within their communities, schools and classrooms.*

- *Best practices, lessons learned, and ongoing challenges in diverse school districts should inform the remedy.*

- *Care must be taken not to place the greatest burden on the already overburdened high property tax school districts.*

5. Leverage existing programs and structures

- ***The School Funding Reform Act of 2008 (when fully funded) does much to incentivize diversity and integration. But it can do more.***

- *Future State aid should prioritize increasingly diverse and fiscally strained (high property tax) districts*

- *funding should support programs and strategies that foster inclusion within districts, schools and classrooms.*

- *Segregated districts should not be penalized - either through the loss of funding or the mobility of their students.*

- ***New Jersey’s Inter district Public School Choice Program does not (in its current form) promote inclusion and integration. But it can be improved.***

- *This program can be reformed to open enrollment in low poverty / low diversity communities for students coming from high poverty / segregated districts and neighborhoods.*

- ***New Jersey’s Fair Housing Act and Mount Laurel program can and should be included in goals for school and classroom integration.***

- ***COAH (Council on Affordable Housing) Regions represent a much more racially and economically diverse and balanced “community of interest” than counties or clusters of districts.***

6. Do no harm

— **The best intentions often bring unintended and harmful consequences.**

- *County or multi-district consolidation may improve efficiencies but it will do little to address integration and could make matters worse. Countywide (or smaller) structures will not capture a diverse enough area to significantly impact segregation patterns.*
- *Simply removing district boundaries would accelerate white flight and deepen segregation. Open enrollment should be guided by an “opportunity index”. Students from the most disadvantaged neighborhoods should have priority placement in the most advantaged districts.*
- *Magnet schools should be a part of the solution but care must be taken to avoid a new layer of exclusivity and exclusion that can leave neighborhood schools more isolated and further behind.*
- *Magnets, as well as charter schools, have to meet meaningful goals for reflecting the economic and racial mix of their region and the state not the municipality they are located in.*

. School integration will not fix all problems

–But it can address many other pressing problems and issues

- *Consolidation and efficiency*
- *Strengthen public education*
- *Property taxes*
- *Economic growth*
- *Regional cooperation*
- *Fair housing*
- *Opportunity and jobs*

7. School integration will not fix all problems

— **We recognize that this is only a part of a larger problem**

- *Reducing school segregation is not a substitute for ending residential*
- *Segregation, economic inequality and racial discrimination*
It is a part of the problem and a part we can do something about

“A zip code can make the difference between a good life, a mediocre one, or a terrible one. Every child deserves access to a good education so that they can have a chance at a good life. Integrated schools offer the best chance that all kids get a quality education.”

We have to really think about racial balance and interracial management strategies. We also have to work on developing strategies that last or are adaptive to changing conditions. So that integration plans have positive lasting impacts”.

Professor Leslie Wilson, Montclair State University, Associate Dean of History