

Jason Bing
Answers to Village Green, September 12, 2025

1. Do you agree with The New Jersey Policy Institute, a nonpartisan think tank, that expansion of the Interdistrict School Choice Program is “the best remedy to diversify schools”? If yes, why? If no, what do you think is the best remedy? [I know: This is a HUGE question.]

The question of diversity in schools is deeply rooted in a long history of racial inequities in education, both in New Jersey and across the nation. There is no single remedy that will fully diversify our schools. Our communities made a decision to focus on the integration of schools some years ago, we’ve met the objective of $\pm 5\%$ socioeconomic difference in schools and have brought students together. The effort requires monitoring and adjustments every year to ensure its fidelity through data analysis. SOMSD wants to create a school community that supports every child and connects families to the resources and learning needed to foster both the academic and social well-being of their children

2. How could possible statewide remedies impact our III? Or is our III a model that could be expanded statewide? If so, how would that work?

New Jersey currently operates under a local school district model based on municipal boundaries. Without knowing how the courts, legislature, or Department of Education might approach the issue, it’s difficult to predict how statewide remedies would take shape. Our III model was designed within a single district context. To adapt a model like ours for the entire state, New Jersey would need to bring together stakeholders, integration experts, educators, and municipal leaders to design an approach that could work on a broader scale.

3. What do you think has been the most successful aspect of III? Or is it too early to tell? Can you talk about the importance of the Rutgers Recommendations in remedying access and equity issues?

Intentional integration has met its original intent, $\pm 5\%$ socioeconomic disparity . In addition to Triple III our curriculum team, teachers, and administrators have worked diligently to ensure instruction is culturally responsive and truly meets the needs of every student. Our commitment to tiered supports in the classroom, social-emotional learning, and the addition of new resources in both math and ELA have been critical steps in advancing equity and access. These efforts align closely with our work through Rutgers University, which have been an important guide in shaping our work toward remedying systemic inequities and creating stronger opportunities for all students.

4. You've signaled possible potential changes to III, such as changing the variance percentage. Why are these changes necessary? How do we ensure they don't erode integration?

Triple III is reviewed regularly as with all initiatives.