

Purpose: There is an understandable amount of concern from community members surrounding the removal of student resource officers from George Washington High School. Questions about the safety of students, if alternative plans exist, and how available data is relevant to George Washington High School have all risen. I hope to answer some of these questions with the data I have compiled.

SRO Data For GWHS (2015):

****Note:** This data is from 2015— newer data exists, but it is heavily redacted by the Illinois State Board of Education to the point where it is unusable**

In 2015, there were a total of 1,438 students enrolled at George Washington High School.

Student Demographics:

Race/Ethnicity	Percentage
Hispanic or Latino of any race	86.9%
Black or African American	6.3%
White	5.7%
American Indian or Alaska Native	0.7%
Two or more races	0.3%
Asian	0.1%
Native Hawaiian or Other Pacific islander	0.0%

Of the 1,438 students enrolled, 253 students had disabilities:

Students with Disabilities (IDEA)— 12.7%

Students with Disabilities (Section 504)— 5.3%

Students with Disabilities at GWHS- Racial Makeup:

Hispanic— 83.0%

Black— 9.1%

White— 7.1%

American Indian or Alaska Native— 0.8%

Policing (Student Resource Officers)

Total Number of Students Referred to Law Enforcement	36
Total Number of Students with School-Related Arrests	13

In 2015, a total of 36 George Washington High School Students were referred to law enforcement/student resource officers.

Of the students referred to law enforcement:

- 36.1% were students with disabilities (IDEA)
- 63.9% were non-IDEA

I will assess the number of students referred to law enforcement and students with school-related arrests separately. To further breakdown the statistics within these two topics, students with disabilities and non-disabled students will be categorized separately.

Discipline of Students with Disabilities- Referral to Law Enforcement

Relevant Background Knowledge:

Of the 1,438 students enrolled, 253 students had disabilities:

Students with Disabilities (IDEA)— 12.7%

Students with Disabilities (Section 504)— 5.3%

Students with Disabilities at GWHS— Racial

Makeup:

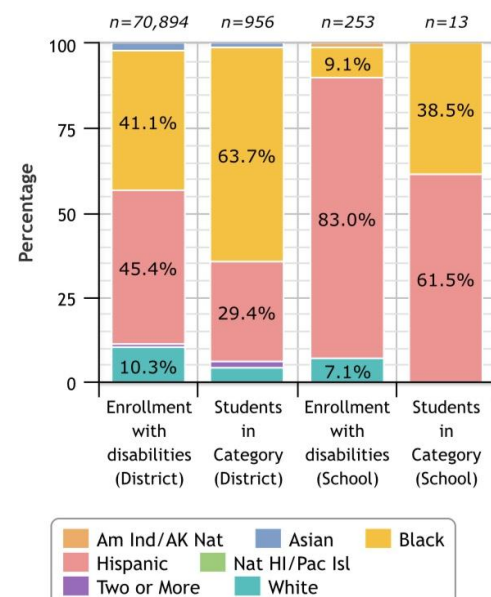
Hispanic— 83.0%

Black— 9.1%

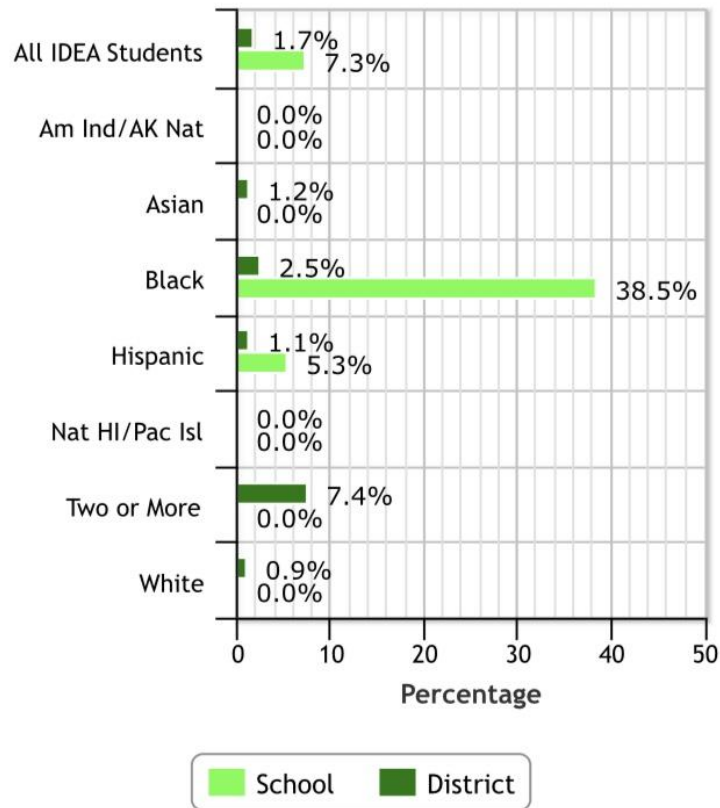
White— 7.1%

American Indian or Alaska Native— 0.8%

Despite Black students w/ disabilities comprising 9.1% of the total students w/ disabilities enrollment, they make up 38.5% of all students with disabilities referred to SROs.



When compared to the district, the percentage of black disabled students referred to law enforcement at George Washington High School becomes more apparent:



****Note: This graph depicts GWHS's referral of all disabled students compared to the district's referral of all students w/ disabilities****

Data Specific to IDEA Students

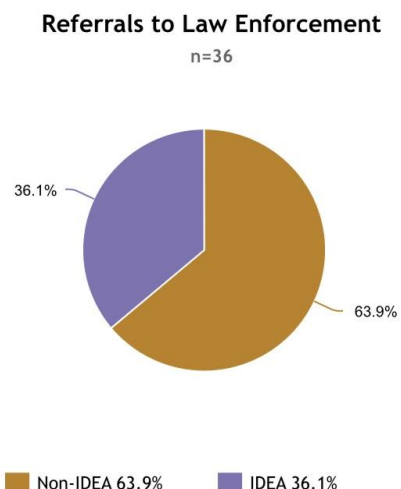
****Note: Section 504 only discipline data are not available by race/ethnicity****

Relevant Background Knowledge:

Of the 1,438 students enrolled, 179 students have disabilities (IDEA):

Students with Disabilities (IDEA)— 12.7%

Despite diverse learners comprising 12.7% of the total student enrollment at George Washington High School, they were disproportionately referred to the police. Of the 36 students referred to the police, diverse learners accounted for 36.1%.



IDEA Students at GWHS— Racial Makeup:

Hispanic— 84.9%

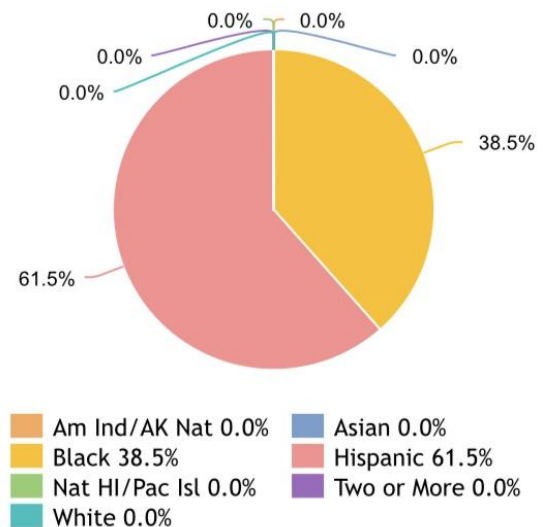
White— 7.8%

Black— 7.3%

Of the IDEA students referred to law enforcement, black students constituted for 38.5% of total students referred, despite making up 7.3% of all IDEA students.

Referrals to Law Enforcement

n=13



Discipline of Students without Disabilities - Referral to Law Enforcement

Relevant Background Knowledge:

Of the 1,438 students enrolled, 1,185 students are w/o disabilities

Students w/o Disabilities at GWHS- Racial Makeup:

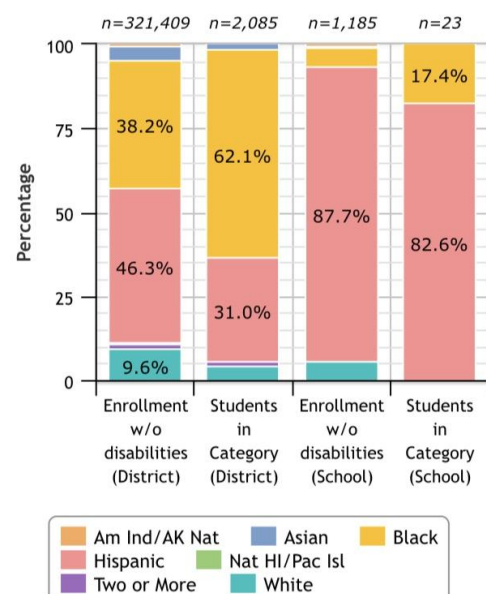
Hispanic— 87.7%

Black— 5.7%

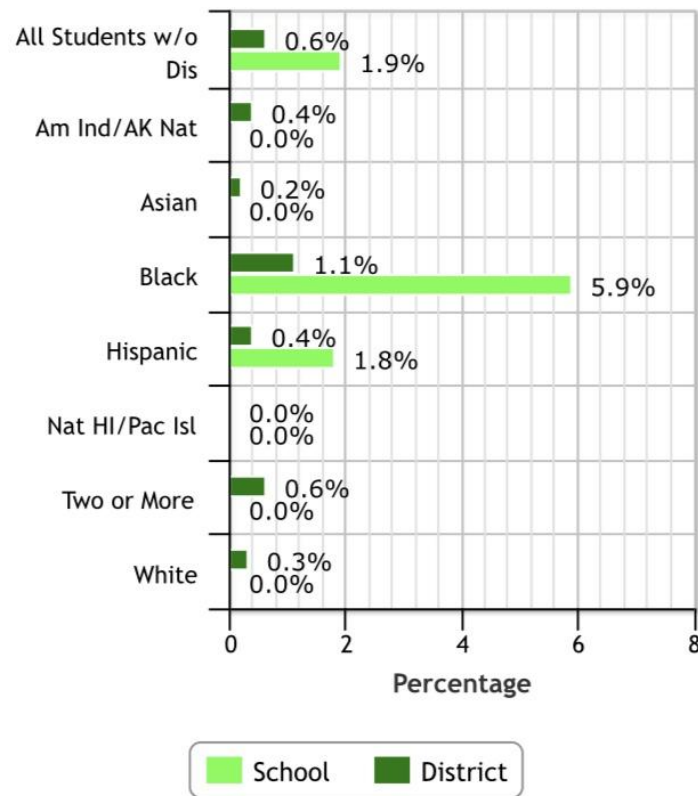
White— 5.4%

American Indian or Alaska Native— 0.7%

Once again, despite black students being a minority at GWHS (5.7%), they make up to 17.4% of students referred to law enforcement w/o disabilities.



When compared to the district, the percentage of black students w/o disabilities referred to law enforcement at George Washington High School becomes more apparent:



****Note:** This graph depicts GWHS's referral of all disabled students compared to the district's referral of all students w/ disabilities**

Discipline of Students with Disabilities— School Related

Arrests

****Note: this data represents all students w/ disabilities (IDEA & Section 504)**

Relevant Background Knowledge:

Of the 1,438 students enrolled, 253 students have disabilities:

Students with Disabilities (IDEA)— 12.7%

Students with Disabilities (Section 504)— 5.3%

Students with Disabilities at GWHS- Racial

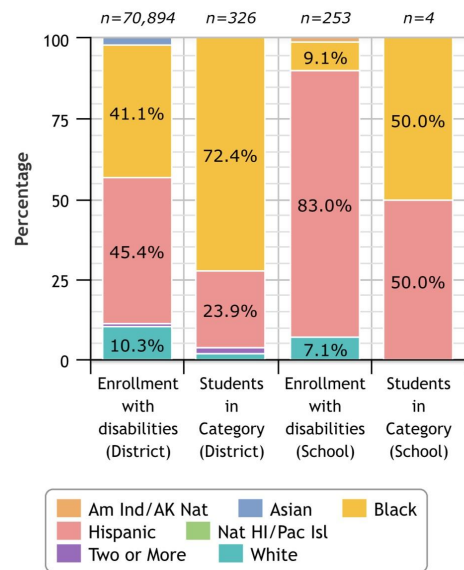
Makeup:

Hispanic— 83.0%

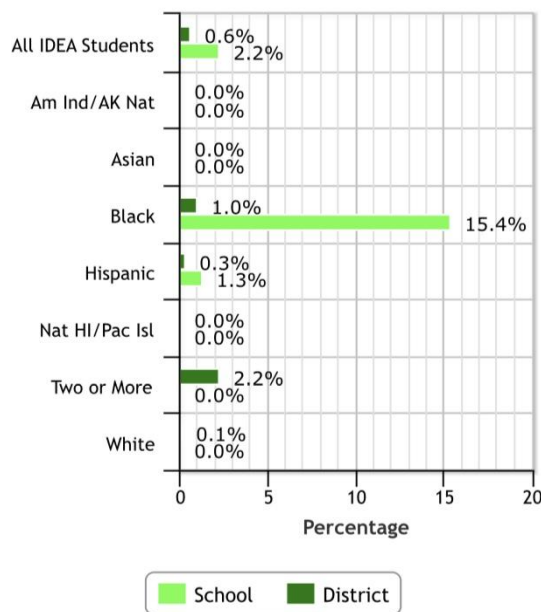
Black— 9.1%

White— 7.1%

American Indian or Alaska Native— 0.8%



Of the students with disabilities arrested, 50% were black students, despite accounting for only 9.1% of all students with disabilities.



When compared to the district, we see that black disabled students at George Washington High School were disproportionately being arrested.

Discipline of Students w/o Disabilities— School Related

Arrests

Relevant Background Knowledge:

Of the 1,438 students enrolled, 1,185 students are w/o disabilities

Students w/o Disabilities at GWHS- Racial Makeup:

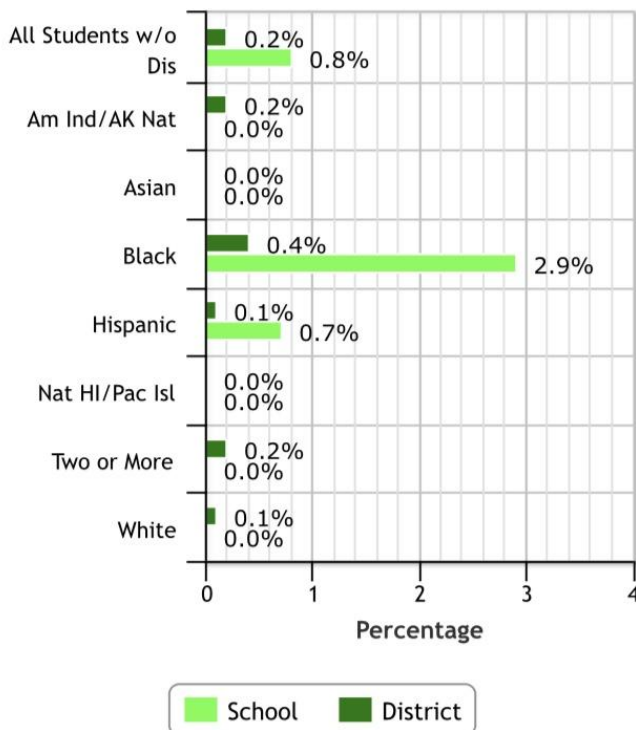
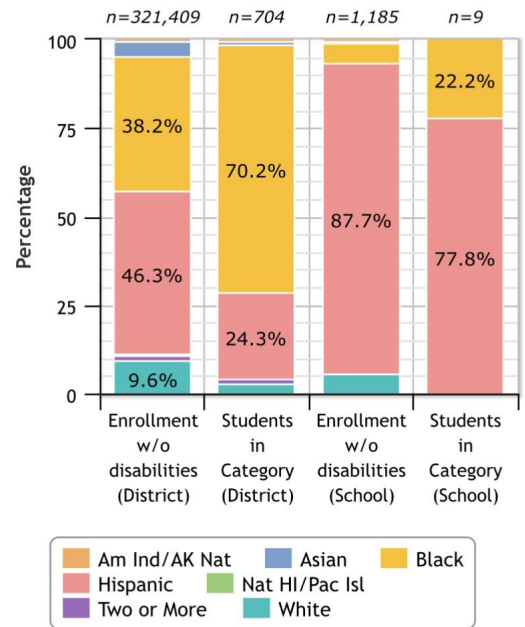
Hispanic— 87.7%

Black— 5.7%

White— 5.4%

American Indian or Alaska Native— 0.7%

Once again, despite black students being a minority at GWHS (5.7%), they make up 22.2% of students referred to law enforcement w/o disabilities.



When compared to the district, black students w/o disabilities were disproportionately arrested.

How does [wider-data](#) on school policing relate to GWHS?

In CPS, student resource [officers target Black students at four times the rate of white students; while diverse learners account for over 30% of police incidents, despite making up only 15% of all CPS students](#). However, the disproportionate referrals and arrests of Black and disabled students are not occurrences isolated to [GWHS](#) or [CPS](#), but components of the [widespread issue of school policing](#) that continues to affect people of color.

What about the safety of students?

The informal introduction of SROs came after "[white community members argued that desegregation could not occur too quickly, claiming that a lack of discipline among Black children would bring disorder to white schools](#)" amid school integration. Today, [schools with more nonwhite students are more likely to have police presence](#), which furthers the [school-to-prison](#) and [school-to-deportation](#) pipelines in POC communities, creating an unsafe environment for people of color. Students with disabilities are also among those impacted by SROs as [studies have shown them to be disproportionately impacted by zero tolerance policies](#) and are [more likely to be targeted by SROs](#).

Does an alternative plan exist?

****Note: these are all suggestions and not GWHS' final plan****

If SROs are removed, [CPS requires schools to present an alternative plan](#). At Washington High School, discussion surrounding an alternative plan has already begun among staff and students: partnering with community organizations to bring in more [socio-emotional supports](#), increasing capacity to support families and address root causes of harm, de-escalation & safety training for all teachers, restorative justice practices like peer juries, and programs like Safe Passage. Keep in mind police are not restricted from the school and can still respond in case of a crisis.