OMAHA Public Schools

RESEARCH DIVISION

Omaha Public School District 2024-25 Behavior and Discipline Summary Report

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Executive Summary/Key Findings

- **Positive Behavior Environment** - The district emphasizes a safe, supportive school environment where students are taught positive behavioral expectations. Staff model conflict resolution and relationship-building behaviors, promoting a whole-child approach to discipline and learning.
- **Focus of this Report** – This report largely investigates the discipline data provided to the Nebraska Department of Education (NDE) each summer during State Reporting. This data represents the most severe disciplinary consequences resulting from student behavior that impact or suspend a student's learning (e.g., in- or out-of-school suspensions, expulsions, and reassignments). In the 2024-25 school year, these disciplinary resolutions accounted for 24.9% of all disciplinary resolutions. The remaining 75.1% of discipline resolutions include interventions such as a conference with the student or guardian, detention, or a referral to a counselor.
- **Impact of COVID-19** - Due to school closures and remote learning during the 2019-20 and 2020-21 school years, the data for these years should be interpreted with caution. Significant changes in instruction modes impacted behavior and discipline trends.
- **Unique Behavior Referrals** - The total number of unique student behavior referrals (e.g., "being sent to the office" for doing something wrong) has decreased by approximately 30,000 from pre-pandemic levels. In the previous three years, these numbers had stabilized at around 83,000 behavior referrals annually, before decreasing to closer to 81,000 in the 2024-25 school year. During this time, Omaha Public Schools began investing in Multi-Tiered Systems of Support for Behavior (MTSS-B) training and support processes for our schools. While this report is not causally linking these realities, it is worth noting. Additionally, efforts in social emotional learning (SEL), including teaching the skills of recognizing, labeling, and regulating emotions, have increased following the pandemic, encouraging self-awareness and self-management.
- **Behavior Severity Levels** - The district uses a leveled system to categorize behavioral violations, with Level 1 representing minor classroom-managed issues and Level 4 representing the most severe violations that could lead to expulsion. Over the last five years, the proportion of Level 2 violations has increased, while Levels 1, 3, and 4 violations have decreased, with the majority of incidents in 2024-25 classified as Level 1.
- **Suspension Trends**
    - **Out-of-School Suspensions (OSS)** - In the 2024-25 school year, 20.5% of middle school students, 12.9% of high school students, and 3.5% of elementary students experienced an OSS. Trend data indicates OSS rates at the elementary and high school levels are down from pre-pandemic rates and all levels are at their lowest rates over the last four years.
    - **In-School Suspensions (ISS)** - In the 2024-25 school year, ISS rates were highest for middle school and lowest for elementary school. Trend data indicates that ISS rates are down at all levels from pre-pandemic rates.

- **Disparities in Discipline by Race/Ethnicity**
  - Black or African American, American Indian or Alaska Native, and students of two or more races account for a disproportionate percentage of students experiencing a removal (suspended and expelled students) relative to their demographic representation in the district. Removal rates for these identified groups were below pre-pandemic levels in 2024-25.
- **Suspensions by Student Group**
  - Male students, students eligible for educational benefits, and students receiving special education services were more likely to be suspended or expelled than their peers.
  - Special education students have nearly double the suspension and expulsion rates of their peers.
- **Behavioral Reasons for Suspensions and Expulsions**
  - The most common causes for OSS in elementary schools were less-serious and serious fighting. At the middle school level, reckless behavior and serious fighting were the leading causes, while high school suspensions were often due to insubordination/non-compliance and serious fighting.
  - Expulsions were most commonly related to assault resulting in injury and weapons violations across middle and high school grades.
    - Note: the category of “weapons” does not include firearms.
- **Expulsion Data** - Expulsion rates have decreased across the district in 2024-25 compared to 2023-24. High school expulsion rates decreased by 0.3%, while middle school expulsions also saw a similar decline. The district-level rate of expulsions has decreased to 0.6% from its 6-year high of 0.9% in 2022-23.
- **Reassignments** - Mandatory reassignments are sometimes used as an alternative to expulsion for serious violations. Historically, the majority of reassignments have involved middle school students. During the 2024-25 school year, there were 33 reassignments across the district.

Introduction

Omaha Public Schools strives to provide positive school environments where students feel connected and safe. Staff model behavior that builds positive relationships, resolves conflict, and ensures support for the whole child. All students are taught positive behavior expectations for school, fostering responsibility for themselves and their actions while encouraging positive contributions. These expectations are reinforced through interventions and individual student support.

Omaha Public Schools began investing in Multi-Tiered Systems of Support for Behavior (MTSS-B) training and support processes for our schools in 2015-16. In recent years, significant growth has occurred in the number of schools implementing Tier 2 and Tier 3 supports, expanding capacity to address a wider range of student needs. Additionally, efforts in social emotional learning (SEL), including teaching the skills of recognizing, labeling, and regulating emotions, have increased following the pandemic, encouraging self-awareness and self-management. Schools continue to focus on reducing behaviors that result in referrals and avoiding exclusionary discipline whenever possible. These efforts are also directed at reducing disproportionality in discipline for racial and ethnic groups and for students who are receiving special education services.

The Student Code of Conduct is designed to support an appropriate school setting by developing acceptable student behavior patterns through reasonable and consistent practices. The behaviors and disciplinary actions outlined in the Code serve as a communication tool for students, staff, and families. The Student Code of Conduct applies to all students attending Omaha Public Schools and encompasses conduct on school grounds, in remote learning environments, on Omaha Public Schools owned computers and digital devices, in vehicles owned, leased, or contracted by a school or the district used for school purposes, or in vehicles being driven for school purposes by a school employee or designee, as well as at school-sponsored activities or athletic events. When responding to behavior concerns, school leaders consider a student's age, development – including any underlying disability the student may have - and individual needs, among other factors, when assigning disciplinary actions. Disciplinary resolutions are meant to foster and maintain more appropriate student behavior as well as a safe and productive learning environment. Compliance with the Student Code of Conduct is expected of all students.

Omaha Public Schools reports student-level discipline directly to the Nebraska Department of Education (NDE) using the ADVISER Operational Data Store to meet state reporting requirements. This report summarizes district-level information reported to NDE for the Report of Suspension and Expulsions and provides trend data where available. Due to COVID-19, in-person instruction was suspended in March of 2020. Additionally, the 2020-21 school year comprised a mix of remote and in-person learning for all students. As a result, statistics reported for the 2019-20 and 2020-21 school years were impacted and should be compared to other school years with caution and only with these impacts in mind.

Reporting Notes

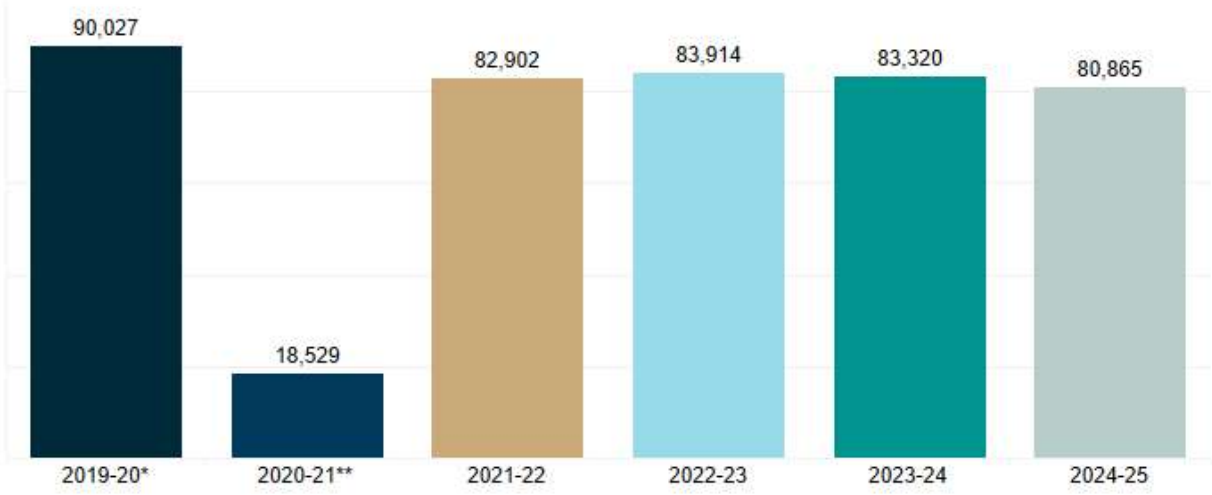
This report groups and describes students in elementary school (K-5), middle school (6-8), and high school (9-12) grade groups for a consistent understanding of trends across the last five school years. About 15% of grade five students have been enrolled at a middle school and one third of grade six students were enrolled at an elementary school between 2018-19 and 2022-23. Beginning in the 2023-24 school year, all grade five students were enrolled at an elementary school and only about 16% of grade six students remained at an elementary school. Early childhood students have been excluded from these tables because of the extremely small number of these students who experience exclusionary discipline like suspensions and expulsions. In general, exclusionary discipline is not recommended for our youngest learners and is rarely used. During the 2024-25 school year, zero early childhood students experienced an in-school or out-of-school suspension out of 1,942 students. In the previous four school years, an average of three early childhood students experienced in-school or out-of-school suspension. Including all early childhood students in the membership totals of the tables in this report would artificially decrease the rates presented. Furthermore, beginning in the 2023-24 school year, state legislation restricted the use of in-school and out-of-school suspensions to students in pre-kindergarten through second grade except for situations where a student brings a deadly weapon to school.

The use of official membership as the denominator in the calculations throughout this report likely inflates suspension rates. While 49,920 kindergarten through twelfth grade students are counted as being enrolled as of October 1 in the 2024-25 school year, about 53,400 individual students were enrolled across the school year. Some of these additional 3,500 students experienced the reported discipline and are not counted in the official membership denominator (i.e., more suspensions divided among artificially fewer students than the number who could have actually been suspended).

Total Unique Behavior Referrals

The total unique behavior referral is the count of a student and incident where the student was an “offender” or a “participant”. Starting in the 2020-21 school year, the “participant” role was eliminated from reporting. Behavioral incidents can be comprised of multiple behavioral events along with multiple resolutions. However, the count of total unique referrals only counts each event once per student. The total number of student referrals includes students in grades K-12. Total referral counts have decreased notably from pre-pandemic levels by roughly 30,000 and remained around 83,000 from the 2021-22 to 2023-24 school years, before decreasing 2.9% to around 81,000 for the 2024-25 school year. During this time, Omaha Public Schools completed tier 1 implementation of Multi-Tiered Systems of Support for Behavior (MTSS-B) training and support processes for our schools. While this report is not causally linking these realities, it is worth noting. Additionally, efforts in social emotional learning (SEL), including teaching the skills of recognizing, labeling, and regulating emotions, have increased following the pandemic, encouraging self-awareness and self-management.

Figure 1. Total Unique Student Incidents (referrals) 2019-20 to 2024-25



Note: Unique referrals are a unique count of a student and incident. Incidents may have multiple behavioral events and multiple resolutions, but the referral incidents are only counted once per student. Counts include students at all schools in grades K-12.
**2019-20 data is only through the third quarter. ** 2020-21 data is impacted by remote learning.*

Behavior Events by Severity

The Student Code of Conduct is structured by defining and leveling inappropriate behaviors and corresponding resolutions. Both behaviors and resolutions can be categorized by a severity level. Behaviors are categorized from more minor classroom disruptions to more serious incidents that may require administrative action. This leveled approach to interventions promotes a teaching and learning perspective in managing student behavior. School administrators prioritize the least restrictive interventions when addressing behavior violations.

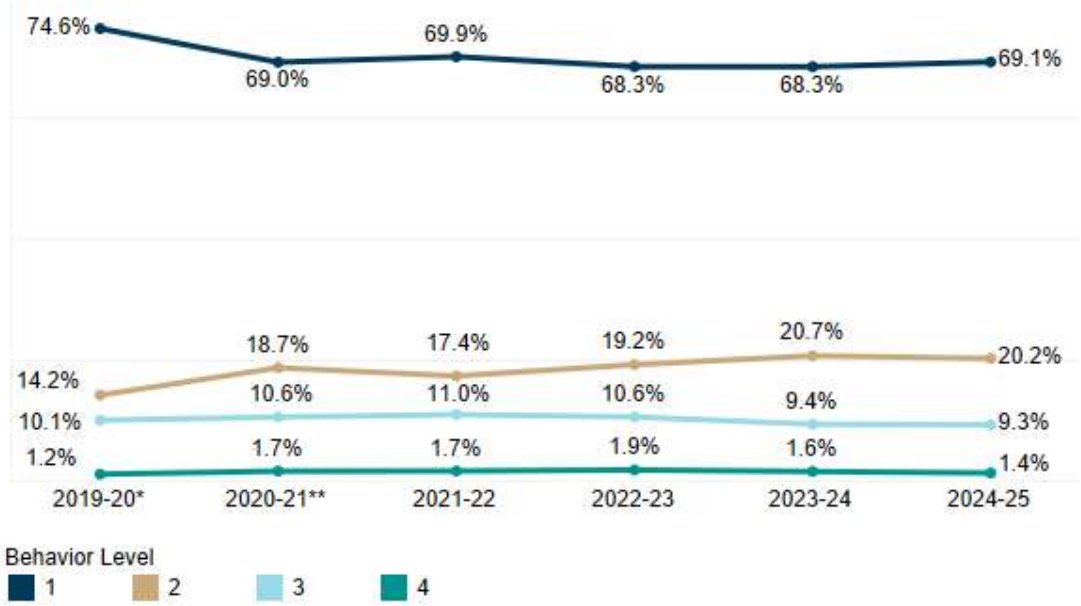
The chart below illustrates the ratio of behavioral incidents by severity level. Level 1 represents the least severe behaviors and prompts interventions focused on teaching alternative behaviors. Level 2 behaviors have interventions that typically involve support staff and aim to enhance students' skills, perspectives on school, and overall positive experiences. Level 3 behaviors are more serious and often result in short-term removal from school. Level 4, the most severe, includes behaviors that significantly impact school safety and may lead to student removal, mandatory reassignment, or expulsion. The following are examples of behaviors included in each level:

- **Level 1**: Disrespect to Adults/Others, Cheating or Plagiarizing, or Truancy
- **Level 2**: Excessive Absence or Tardiness, Reckless Behavior, or Refusal to Cooperate

- **Level 3**: Assault (No Injury), Bullying, or Possession or Use of Drugs
- **Level 4**: Firearm, Sexual Assault, or Intentional Assault with Injury

Over the past six years, there have been slight fluctuations in the percentage of each behavior level. The most notable change is the decrease in the ratio of behaviors classified as Level 2, 3, and 4 in 2024-25.

Figure 2. Event Ratio by Severity

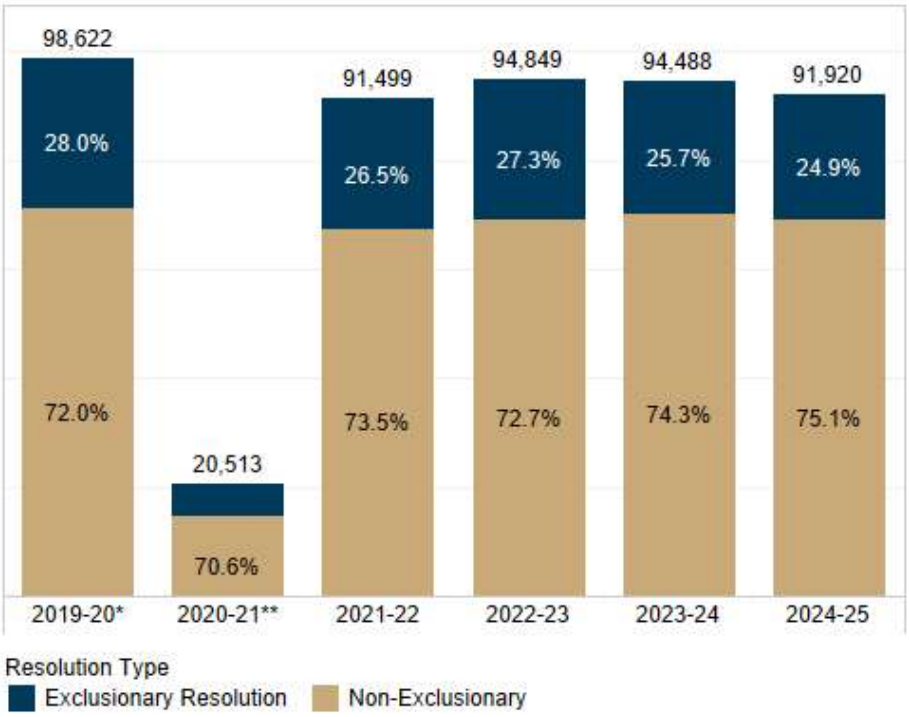


**2019-20 data is only through the third quarter. ** 2020-21 data is impacted by remote learning.*

Resolution Type

Behavior resolutions are also classified into levels that align to the severity of the behavior. Ideally, the least restrictive resolution is used to manage student behaviors. Behavioral resolutions can further be classified as either exclusionary (Level 3 or 4) or non-exclusionary (Level 1 or 2). Over the past six years, except for 2020-21 due to remote learning, non-exclusionary resolutions have accounted for about three-quarters of all resolutions used. These include actions such as student or parent conferences, detentions, or referrals to a counselor. In contrast, exclusionary resolutions, such as in-school suspension, out-of-school suspension, or expulsion, typically make up just over a quarter of the total resolutions used each year.

Figure 3. Unique Behavior Resolutions: 2018-19 to 2023-24



Note: Unique behavior resolutions are a unique count of resolutions/disciplines tied to incidents. Incidents may have multiple resolutions, and each resolution is counted here. Counts include students at all schools in grades K-12.
**2019-20 data is only through the third quarter. **2020-21 data is impacted by remote learning.*

Suspension Summary

Table 1 illustrates both the number of unique students who were suspended during the school year as well as the total number of suspensions that occurred during each of the past six school years by grade level. Suspensions have been split into out-of-school and in-school suspensions to show the unique count of students relative to official membership for each category. A student can be represented in both in-school and out-of-school suspension columns. The total number of suspensions on the far right is a combined total number of in-school (ISS) and out-of-school (OSS) suspensions. For example, if a student has three in-school suspensions and one out-of-school suspension they would be counted once in the out-of-school column and once in the in-school suspension column but contribute four suspensions to the total number of suspensions over the school year.

During the 2024-25 school year, students in middle school grades had the highest rate of in-school (19.3%) or out-of-school (20.5%) suspension. At the high school level, 12.7% of students experienced in-school suspension and 12.9% experienced out-of-school suspension. Students in elementary school grades had the lowest percentage of students experiencing suspension, where only 0.8% of students experienced an in-

school suspension and 3.5% experienced an out-of-school suspension. Beginning in the 2023-24 school year, the use of in-school and out-of-school suspensions was restricted to students in grades 3-12. While these resolutions were rarely used in grades K-2 previously, it's likely this policy change had an impact on rates in 2023-24. However, the continued decrease in suspensions at the elementary level, paired with an increase in official membership, suggests the impact of restricting suspensions at these primary grades may have been smaller than originally anticipated. At all grade levels, out-of-school suspension rates decreased in the 2024-25 school year, while in-school suspensions increased for all but high school students. These grade level differences have remained consistent over the past three years after showing decreases for in-school suspensions at all levels post-pandemic.

The total number of suspension incidents during the 2024-25 school year decreased by more than 1,000 compared to 2023-24 and a decrease of 32% compared to pre-pandemic levels in 2018-19. Of the 22,308 total suspension incidents, 48.2% were out-of-school suspensions, while 51.8% were in-school suspensions. In contrast, during the 2023-24 school year, out-of-school suspensions made up 56.4% of all incidents, while in-school suspensions accounted for 43.6%. This represents a shift toward a greater use of in-school suspensions in the 2024-25 school year. Among all students who were suspended during the 2024-25 school year, 43.9% had only one in-school or out-of-school suspension. Conversely, 56.1% of students received multiple suspensions throughout the year.

In elementary school, short-term suspensions are the briefest, averaging less than two days. Long-term suspensions at this level are also shorter, averaging just under eight days. Middle school has the highest percentage of in-school and out-of-school suspensions compared to the district. As students move into middle school, the duration of these removals also increases, with short-term suspensions averaging two and a half days and long-term suspensions averaging just over 10 days. In high school, short-term suspensions average three days, while long-term suspensions average just under eleven days.

Table 1. Out-of-School (OSS) and In-School Suspensions (ISS) by Grade Level: 2019-20 to 2024-25

Suspensions: Grades K - 5

	Student Membership	Unique Students with Out-of-School Suspension	% of Group	Unique Students with In-School Suspension	% of Group	Total Suspension Incidents
2024-25	23,188	805	3.50%	186	0.80%	1,702
2023-24	22,872	962	4.20%	111	0.50%	2,184
2022-23	22,856	1,454	6.40%	191	0.80%	3,203
2021-22	22,579	1,178	5.20%	236	1.00%	2,680
2020-21**	22,851	443	1.90%	359	1.60%	1,389
2019-20*	23,988	1,096	4.60%	1,262	5.30%	5,181

Suspensions: Grades 6 - 8

	Student Membership	Unique Students with Out-of-School Suspension	% of Group	Unique Students with In-School Suspension	% of Group	Total Suspension Incidents
2024-25	11,041	2,264	20.50%	2,130	19.30%	10,728
2023-24	10,857	2,539	23.40%	1,916	17.60%	11,545
2022-23	11,041	2,621	23.70%	1,908	17.30%	11,769
2021-22	11,448	2,420	21.10%	1,953	17.10%	11,817
2020-21**	11,325	713	6.30%	989	8.70%	2,900
2019-20*	11,413	1,960	17.20%	2,257	19.80%	12,203

Suspensions: Grades 9 - 12

	Student Membership	Unique Students with Out-of-School Suspension	% of Group	Unique Students with In-School Suspension	% of Group	Total Suspension Incidents
2024-25	15,691	2,026	12.90%	1,993	12.70%	9,878
2023-24	15,415	2,132	13.80%	1,993	12.90%	9,644
2022-23	15,405	2,408	15.60%	1,758	11.40%	10,146
2021-22	14,982	2,036	13.60%	1,755	11.70%	8,954
2020-21**	15,221	466	3.10%	554	3.60%	1,598
2019-20*	15,301	2,067	13.50%	2,029	13.30%	9,379

Suspensions: All Grades

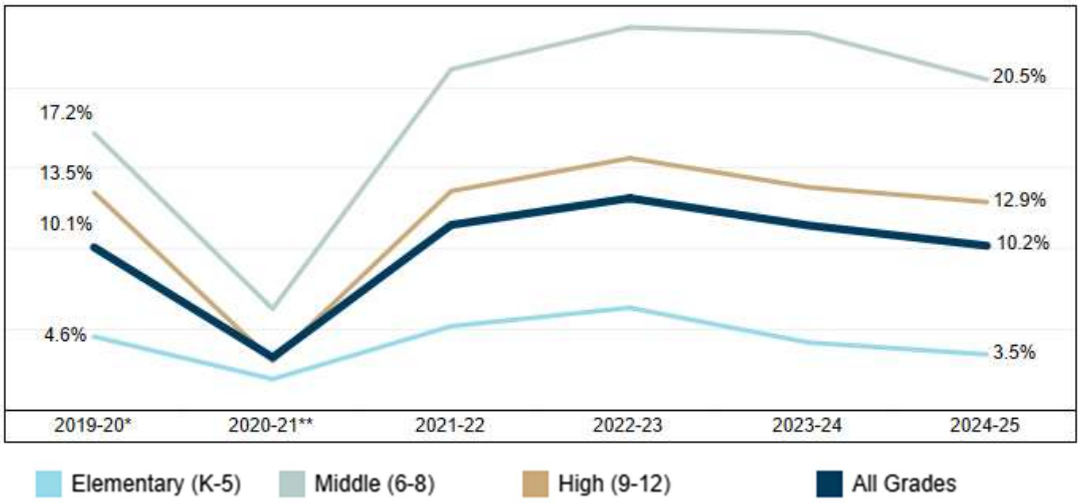
	Student Membership	Unique Students with Out-of-School Suspension	% of Group	Unique Students with In-School Suspension	% of Group	Total Suspension Incidents
2024-25	49,920	5,094	10.20%	4,309	8.60%	22,308
2023-24	49,144	5,633	11.50%	4,021	8.20%	23,376
2022-23	49,302	6,483	13.10%	3,856	7.80%	25,118
2021-22	49,009	5,634	11.50%	3,944	8.00%	23,451
2020-21**	49,397	1,622	3.30%	1,902	3.90%	5,887
2019-20*	50,702	5,123	10.10%	5,548	10.90%	26,763

Suspension Trends

Figures 4 and 5 illustrate the 6-year trend in the total number of individual students who experienced an out-of-school or in-school suspension as a percentage of official membership. While this year's trend begins with 2019-20, a year shortened by approximately one quarter, it is included to provide the longest consistent view available. The percentage of students receiving out-of-school suspensions at the district level has decreased over the last four years and roughly matches the rate in 2019-20 during a shortened school year. Out-of-schools suspension rates are also at their lowest rates over the last four years at all instructional levels while only middle school rates are higher than the 2019-20 school year. Notably, middle schools saw a 2.9% decrease in out-of-school suspension rates from 2023-24 to 2024-25. These reductions in the overall proportion of students experiencing an out-of-school suspension over the last four years suggest continued progress on this focused effort.

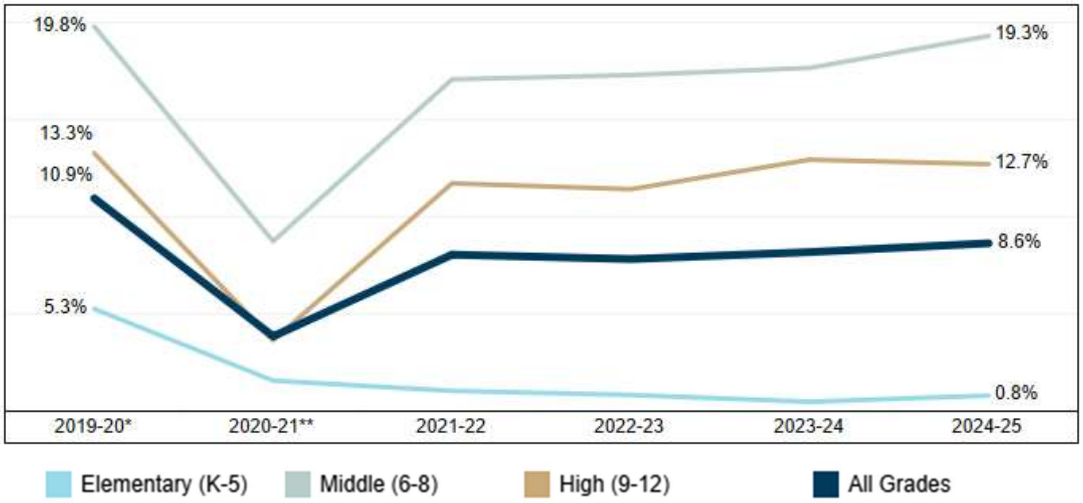
The district-wide rate of students receiving in-school suspensions declined from 10.9% in 2019-20 to 8.6% in 2024-25, a decrease of 2.3%. Similarly, in-school suspension rates declined by 4.5% at the elementary level, 0.6% at the high school level, and 0.5% at the middle level over the same six-year period. Middle school students consistently had the highest rates of in-school suspensions over the past six years, with a slight increase of 1.7% in 2024-25. Over the last four years, all instructional levels have experienced an increase in in-school suspensions that suggests a shift toward less exclusionary disciplinary resolutions.

Figure 4. Percent of Students Suspended Out-of-School: 6-Year Trend



*2019-20 data is only through the third quarter. **2020-21 data is impacted by remote learning.*

Figure 5. Percent of Students Suspended In-School: 6-Year Trend



**2019-20 data is only through the third quarter. ** 2020-21 data is impacted by remote learning.*

Expulsions

Table 2 illustrates both the number of unique students who were expelled during the school year as well as the total number of expulsions that occurred during each of the past five school years by grade group. Much like suspensions, expulsions are concentrated at the middle and high school grades. OPS policy does not allow for expulsions in grades PK-6 except in situations where a student knowingly and intentionally possesses a firearm; these students seldom face expulsion, due to the stringent statutory criteria required for such disciplinary action. Over the last six years, no elementary grade students have experienced expulsion. At the high school level, 1.3% of students experienced an expulsion in 2024-25. This percentage has remained relatively consistent over the last six years. The rate of expulsions for students in middle school grades decreased to 0.9% in 2024-25 from its 6-year high of 1.4% in 2022-23.

Table 2. Expulsions by Grade Level: 2019-20 to 2023-24

Expulsions: Grades K - 5				
	Student Membership	Unique Students Expelled	% of Group	Total Expulsion Incidents
2024-25	23,188	0	0.00%	0
2023-24	22,872	0	0.00%	0
2022-23	22,856	0	0.00%	0
2021-22	22,579	0	0.00%	0
2020-21**	22,851	0	0.00%	0
2019-20*	23,988	0	0.00%	0

Expulsions: Grades 6 - 8				
	Student Membership	Unique Students Expelled	% of Group	Total Expulsion Incidents
2024-25	11,041	100	0.90%	103
2023-24	10,857	126	1.20%	131
2022-23	11,041	152	1.40%	156
2021-22	11,448	118	1.00%	128
2020-21**	11,325	14	0.10%	14
2019-20*	11,413	99	0.90%	100

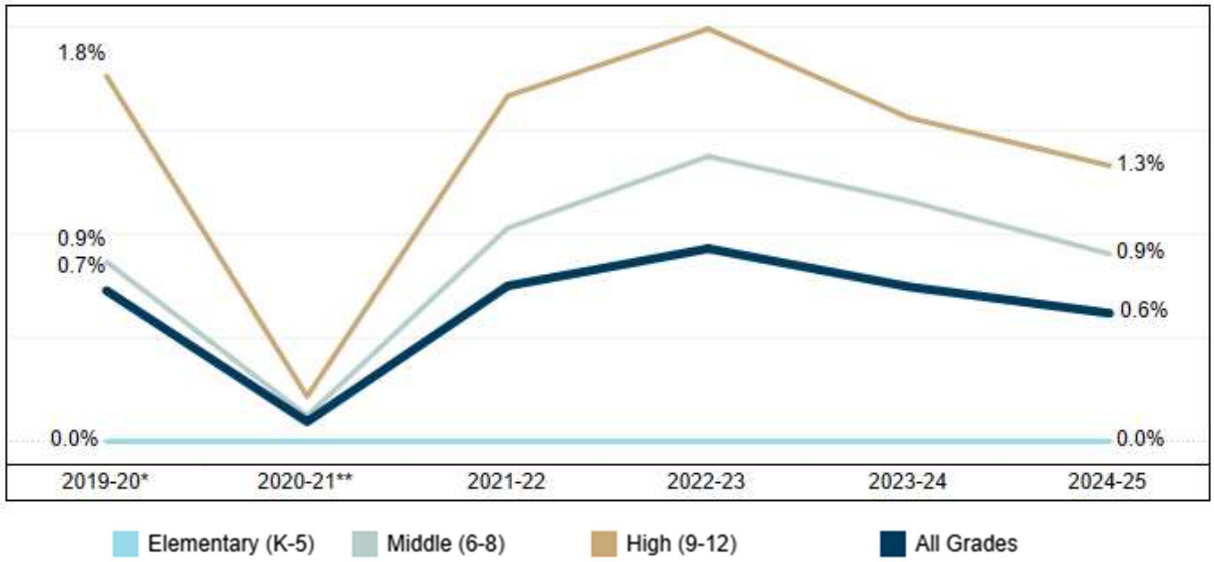
Expulsions: Grades 9 - 12				
	Student Membership	Unique Students Expelled	% of Group	Total Expulsion Incidents
2024-25	15,691	208	1.30%	211
2023-24	15,415	241	1.60%	249
2022-23	15,405	307	2.00%	320
2021-22	14,982	250	1.70%	259
2020-21**	15,221	33	0.20%	33
2019-20*	15,301	270	1.80%	275

Expulsions: All Grades				
	Student Membership	Unique Students Expelled	% of Group	Total Expulsion Incidents
2024-25	49,920	308	0.60%	314
2023-24	49,144	367	0.70%	380
2022-23	49,302	459	0.90%	476
2021-22	49,009	368	0.80%	387
2020-21**	49,397	47	0.10%	47
2019-20*	50,702	369	0.70%	375

Expulsion Trends

Figure 6 illustrates the 6-year trend in the number of students who were expelled as a percentage of official membership. While expulsion rates decreased between 2023-24 and 2024-25 for high school (-0.3%) and middle school (-0.3%), 6-year trend results were mixed. High school rates declined over the last 6 years by 0.5%, but middle school rates remained even. Thus, the district-level rate of expulsions has decreased by 0.1% over the last 6 years.

Figure 6. Percent of Students Expelled: 6-Year Trend



*2019-20 data is only through the third quarter. **2020-21 data is impacted by remote learning.*

Suspension and Expulsions by Race/Ethnicity

Table 3 details suspension and expulsion rates by race/ethnicity at the elementary, middle, and high school levels, as well as for the district. The tables contain the total number of students in each racial/ethnic group from official membership, as well as the unique number of students suspended (out-of- and in-school) or expelled at least once in each group. The tables also contain the racial and ethnic group representation of all suspended or expelled students (% of OSS/ISS/Exp) that can be compared to the representation of that group in the overall population. Additionally, the percentage of each racial and ethnic group that experienced a suspension or expulsion (% of Group) provides a way to compare groups to each other to determine the relative likelihood that the discipline would be applied to a member of that group.

The data indicate that Black or African American, American Indian, or Alaska Native, and students of two or more races account for a disproportionate percentage of suspended and expelled students relative to their demographic representation in the district. 20.0% of all Black or African American students experienced an out-of-school suspension in 2024-25 followed by American Indian or Alaska Native (19.6%) and students who are two or more races (13.9%). These findings are consistent across all grade levels and suggest that students in these groups are more likely than other racial or ethnic groups to experience an out-of-school suspension or expulsion.

Table 3. Suspensions and Expulsions by Race/Ethnicity

Students Suspended or Expelled by Race/Ethnicity (Grades K-5): 2024-25

	Demographic Representation		Unique Students with Out-of-School Suspension (OSS)			Unique Students with In-School Suspension (ISS)			Unique Students Expelled (Exp)		
	N	%	N	% of OSS	% of Group	N	% of ISS	% of Group	N	% of Exp	% of Group
Black or African American	5,150	22.21%	431	53.50%	8.40%	105	56.50%	2.00%	0	0.00%	0.00%
Asian	1,722	7.43%	12	1.50%	0.70%	5	2.70%	0.30%	0	0.00%	0.00%
White	4,910	21.17%	114	14.20%	2.30%	26	14.00%	0.50%	0	0.00%	0.00%
Hispanic	9,618	41.48%	155	19.30%	1.60%	29	15.60%	0.30%	0	0.00%	0.00%
American Indian or Alaska Native	159	0.69%	9	1.10%	5.70%	2	1.10%	1.30%	0	0.00%	0.00%
Native Hawaiian or Pacific Islander	30	0.13%	2	0.20%	6.70%	1	0.50%	3.30%	0	0.00%	0.00%
Two or More Races	1,599	6.90%	82	10.20%	5.10%	18	9.70%	1.10%	0	0.00%	0.00%

Students Suspended or Expelled by Race/Ethnicity (Grades 6-8): 2024-25

	Demographic Representation		Unique Students with Out-of-School Suspension (OSS)			Unique Students with In-School Suspension (ISS)			Unique Students Expelled (Exp)		
	N	%	N	% of OSS	% of Group	N	% of ISS	% of Group	N	% of Exp	% of Group
Black or African American	2,534	22.95%	953	42.10%	37.60%	965	45.30%	38.10%	44	44.00%	1.70%
Asian	891	8.07%	88	3.90%	9.90%	75	3.50%	8.40%	8	8.00%	0.90%
White	2,361	21.38%	345	15.20%	14.60%	311	14.60%	13.20%	14	14.00%	0.60%
Hispanic	4,456	40.36%	647	28.60%	14.50%	565	26.50%	12.70%	25	25.00%	0.60%
American Indian or Alaska Native	81	0.73%	28	1.20%	34.60%	22	1.00%	27.20%	1	1.00%	1.20%
Native Hawaiian or Pacific Islander	16	0.14%	5	0.20%	31.30%	3	0.10%	18.80%	0	0.00%	0.00%
Two or More Races	702	6.36%	198	8.70%	28.20%	189	8.90%	26.90%	8	8.00%	1.10%

Students Suspended or Expelled by Race/Ethnicity (Grades 9-12): 2024-25

	Demographic Representation		Unique Students with Out-of-School Suspension (OSS)			Unique Students with In-School Suspension (ISS)			Unique Students Expelled (Exp)		
	N	%	N	% of OSS	% of Group	N	% of ISS	% of Group	N	% of Exp	% of Group
Black or African American	3,860	24.60%	921	45.50%	23.90%	866	43.50%	22.40%	119	56.90%	3.10%
Asian	1,018	6.49%	45	2.20%	4.40%	50	2.50%	4.90%	1	0.50%	0.10%
White	3,193	20.35%	271	13.40%	8.50%	249	12.50%	7.80%	19	9.10%	0.60%
Hispanic	6,647	42.36%	599	29.60%	9.00%	663	33.30%	10.00%	48	23.00%	0.70%
American Indian or Alaska Native	118	0.75%	33	1.60%	28.00%	20	1.00%	16.90%	2	1.00%	1.70%
Native Hawaiian or Pacific Islander	13	0.08%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%
Two or More Races	842	5.37%	157	7.70%	18.60%	145	7.30%	17.20%	19	9.10%	2.30%

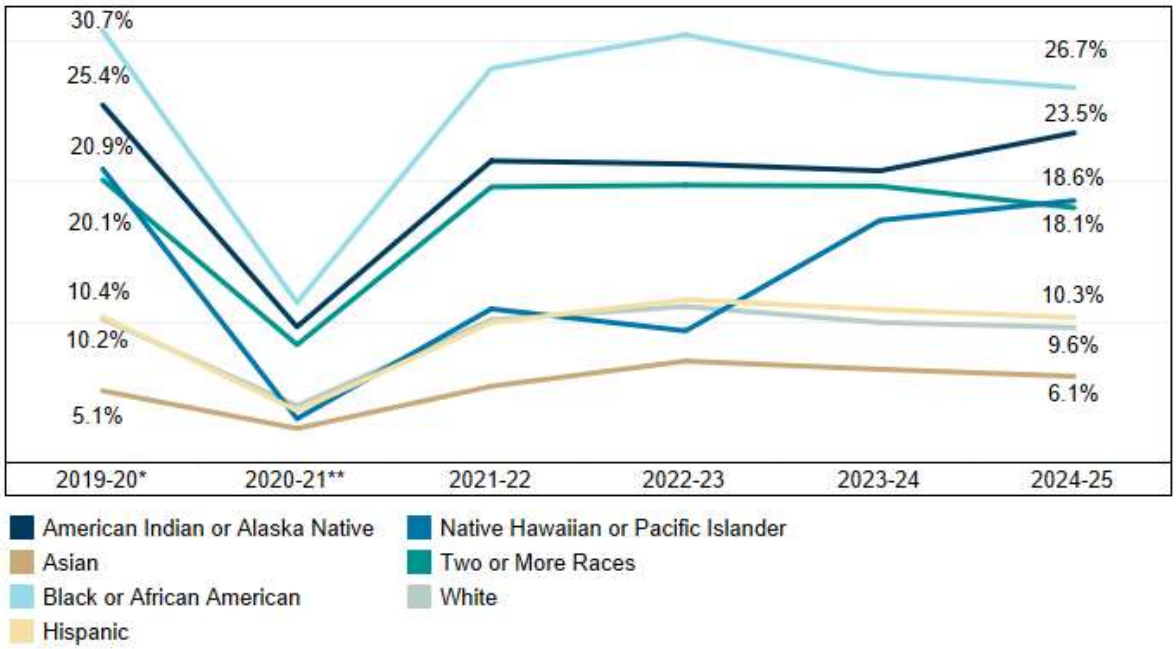
Students Suspended or Expelled by Race/Ethnicity (All Grades): 2024-25

	Demographic Representation		Unique Students with Out-of-School Suspension (OSS)			Unique Students with In-School Suspension (ISS)			Unique Students Expelled (Exp)		
	N	%	N	% of OSS	% of Group	N	% of ISS	% of Group	N	% of Exp	% of Group
Black or African American	11,544	23.13%	2,305	45.20%	20.00%	1,936	44.90%	16.80%	163	52.80%	1.40%
Asian	3,631	7.27%	145	2.80%	4.00%	130	3.00%	3.60%	9	2.90%	0.20%
White	10,464	20.96%	730	14.30%	7.00%	586	13.60%	5.60%	33	10.70%	0.30%
Hispanic	20,721	41.51%	1,401	27.50%	6.80%	1,257	29.20%	6.10%	73	23.60%	0.40%
American Indian or Alaska Native	358	0.72%	70	1.40%	19.60%	44	1.00%	12.30%	3	1.00%	0.80%
Native Hawaiian or Pacific Islander	59	0.12%	7	0.10%	11.90%	4	0.10%	6.80%	0	0.00%	0.00%
Two or More Races	3,143	6.30%	436	8.60%	13.90%	352	8.20%	11.20%	27	8.70%	0.90%

Trend of Removals by Race/Ethnicity

The chart below displays the percentage of students from each racial/ethnic group who experienced at least one exclusionary removal (in-school, out-of-school, and expulsions). Over the past six years, most racial groups have seen steady declines in removal rates, apart from Asian students who experienced a slight increase. Native Hawaiian or Pacific Islander students' rates have fluctuated significantly due to their smaller population size. Black or African American and American Indian or Alaska Native students have the highest percentages of their populations experiencing removals over the last six years. However, both groups have seen an overall decrease over the six-year period. The groups with the lowest removal rates include Asian students, at just over six percent, as well as White and Hispanic students, at around ten percent each. Black or African American, American Indian or Alaska Native, and students of two or more races account for a disproportionate percentage of students experiencing a removal (suspended and expelled students) relative to their demographic representation in the district. Removal rates for these identified were below pre-pandemic levels in 2024-25 suggesting progress towards correcting disproportionality.

Figure 7: Student Removals by Race/Ethnicity (All Grades): 6-Year Trend



**2019-20 data is only through the third quarter. ** 2020-21 data is impacted by remote learning.*

Suspension and Expulsions by Student Group

The following tables detail suspension and expulsion rates by gender, educational benefit eligibility, special education status, and English Learner (EL) status at the elementary, middle, and high school grade levels, as well as for the district. The tables

contain the total number of students in each group from official membership, as well as the unique number of students suspended (out-of- and in-school) or expelled at least once in each group. The tables also contain the group representation of all suspended or expelled students (% of OSS/ISS/Exp) that can be compared to the representation of that group in the overall population. Additionally, the percentage of each group that experienced a suspension or expulsion (% of Group) provides a way to compare groups to each other to determine the relative likelihood that the discipline would be applied to a member of that group.

The data indicate that male students are about 50% more likely than females to experience an out-of-school suspension and slightly more likely to be expelled. Students eligible for educational benefits are about 20% more likely to experience an out-of-school suspension compared to students who are not eligible. Special Education students are about twice as likely to receive an out-of-school suspension or expulsion compared to their non-special education peers, while current English Learners are much less likely to be suspended or expelled than non-English learners. These trends are relatively consistent across grade levels.

Table 4. Suspensions and Expulsions by Student Group

Students Suspended or Expelled by Subgroup (Grades K-5): 2024-25

	Demographic Representation		Unique Students with Out-of-School Suspension (OSS)			Unique Students with In- School Suspension (ISS)			Unique Students Expelled (Exp)		
	N	%	N	% of OSS	% of Group	N	% of ISS	% of Group	N	% of Exp	% of Group
Male	11,832	51.03%	590	73.3%	5.0%	129	69.4%	1.1%	0	0.0%	0.0%
Female	11,356	48.97%	215	26.7%	1.9%	57	30.6%	0.5%	0	0.0%	0.0%
Eligible for Ed. Benefits	16,657	71.83%	651	80.9%	3.9%	146	78.5%	0.9%	0	0.0%	0.0%
No Data & Not Eligible (Ed. Benefits)	6,531	28.17%	154	19.1%	2.4%	40	21.5%	0.6%	0	0.0%	0.0%
Special Education	3,998	17.24%	285	35.4%	7.1%	58	31.2%	1.5%	0	0.0%	0.0%
Not Special Education	19,190	82.76%	536	66.6%	2.8%	129	69.4%	0.7%	0	0.0%	0.0%
English Learner	8,024	34.60%	100	12.4%	1.2%	17	9.1%	0.2%	0	0.0%	0.0%
Not English Learner	15,164	65.40%	705	87.6%	4.6%	169	90.9%	1.1%	0	0.0%	0.0%

Students Suspended or Expelled by Subgroup (Grades 6-8): 2024-25

	Demographic Representation		Unique Students with Out-of-School Suspension (OSS)			Unique Students with In- School Suspension (ISS)			Unique Students Expelled (Exp)		
	N	%	N	% of OSS	% of Group	N	% of ISS	% of Group	N	% of Exp	% of Group
Male	5,641	51.09%	1,395	61.6%	24.7%	1,334	62.6%	23.6%	58	58.0%	1.0%
Female	5,400	48.91%	869	38.4%	16.1%	796	37.4%	14.7%	42	42.0%	0.8%
Eligible for Ed. Benefits	8,134	73.67%	1,737	76.7%	21.4%	1,625	76.3%	20.0%	89	89.0%	1.1%
No Data & Not Eligible (Ed. Benefits)	2,907	26.33%	527	23.3%	18.1%	505	23.7%	17.4%	11	11.0%	0.4%
Special Education	2,033	18.41%	626	27.7%	30.8%	516	24.2%	25.4%	39	39.0%	1.9%
Not Special Education	9,008	81.59%	1,681	74.2%	18.7%	1,640	77.0%	18.2%	61	61.0%	0.7%
English Learner	2,183	19.77%	352	15.5%	16.1%	315	14.8%	14.4%	14	14.0%	0.6%
Not English Learner	8,858	80.23%	1,912	84.5%	21.6%	1,815	85.2%	20.5%	86	86.0%	1.0%

Students Suspended or Expelled by Subgroup (Grades 9-12): 2024-25											
	Demographic Representation		Unique Students with Out-of-School Suspension (OSS)			Unique Students with In- School Suspension (ISS)			Unique Students Expelled (Exp)		
	N	%	N	% of OSS	% of Group	N	% of ISS	% of Group	N	% of Exp	% of Group
Male	8,071	51.44%	1,159	57.2%	14.4%	1,156	58.0%	14.3%	97	46.6%	1.2%
Female	7,620	48.56%	867	42.8%	11.4%	837	42.0%	11.0%	111	53.1%	1.5%
Eligible for Ed. Benefits	11,194	71.34%	1,480	73.1%	13.2%	1,437	72.1%	12.8%	164	78.5%	1.5%
No Data & Not Eligible (Ed. Benefits)	4,497	28.66%	546	26.9%	12.1%	556	27.9%	12.4%	44	21.2%	1.0%
Special Education	2,630	16.76%	580	28.6%	22.1%	492	24.7%	18.7%	65	31.1%	2.5%
Not Special Education	13,061	83.24%	1,470	72.6%	11.3%	1,528	76.7%	11.7%	143	68.8%	1.1%
English Learner	2,769	17.65%	282	13.9%	10.2%	303	15.2%	10.9%	17	8.1%	0.6%
Not English Learner	12,922	82.35%	1,744	86.1%	13.5%	1,690	84.8%	13.1%	191	91.8%	1.5%

Students Suspended or Expelled by Subgroup (All Students): 2024-25											
	Demographic Representation		Unique Students with Out-of-School Suspension (OSS)			Unique Students with In- School Suspension (ISS)			Unique Students Expelled (Exp)		
	N	%	N	% of OSS	% of Group	N	% of ISS	% of Group	N	% of Exp	% of Group
Male	25,544	51.17%	3,143	61.7%	12.3%	2,619	60.8%	10.3%	155	50.3%	0.6%
Female	24,376	48.83%	1,951	38.3%	8.0%	1,690	39.2%	6.9%	153	49.5%	0.6%
Eligible for Ed. Benefits	35,985	72.09%	3,867	75.9%	10.7%	3,208	74.4%	8.9%	253	81.9%	0.7%
No Data & Not Eligible (Ed. Benefits)	13,935	27.91%	1,227	24.1%	8.8%	1,101	25.6%	7.9%	55	17.9%	0.4%
Special Education	8,661	17.35%	1,491	29.3%	17.2%	1,066	24.7%	12.3%	104	33.7%	1.2%
Not Special Education	41,259	82.65%	3,686	72.3%	8.9%	3,297	76.5%	8.0%	204	66.2%	0.5%
English Learner	12,976	25.99%	734	14.4%	5.7%	635	14.7%	4.9%	31	10.0%	0.2%
Not English Learner	36,944	74.01%	4,360	85.6%	11.8%	3,674	85.3%	9.9%	277	89.9%	0.7%

Behaviors Resulting in Suspensions and Expulsions

Table 5, 6, and 7 detail suspension and expulsion counts by the documented student behavior. While a disciplinary event can be the result of multiple student behaviors; suspension and expulsion resolutions should only be associated with the most severe behavior from the event in Infinite Campus. It is important to note that, while the Code of Conduct provides a framework for when it is appropriate to utilize suspensions and expulsions, each level, building, and staff member may process incidents and assign discipline resolutions differently.

At the elementary grade levels, out-of-school suspensions were most often assigned because of fighting (less-serious and serious). Elementary in-school suspensions were most often the result of fighting (less-serious) and reckless behavior. Out-of-school suspensions most often resulted from reckless behavior and fighting (serious) at the middle school level. Middle school students often received an in-school suspension as the result of classroom disruption, insubordination, or reckless behavior. Finally, at the high school level, out-of-school suspensions often resulted from insubordination and fighting (serious). In-school suspensions were most often applied to high school students because of truancy or insubordination. It should be noted that in-school suspension for truancy is generally due to students not being in the classroom and

refusing to go versus suspending students for just skipping school. Expulsions were most often assigned because of an assault resulting with injury or weapon violations at both the middle and high school levels.

Table 5. Behaviors Resulting in Out-of-School Suspensions

Out-of-School Suspensions by Behavior Type				
Event Name	**Elementary (K-5)**	**Middle (6-8)**	**High (9-12)**	**Total**
Fighting, Serious	156	495	489	1,140
Reckless Behavior	148	596	262	1,006
Insubordination/Non-compliance with behavioral expecta..	43	311	599	953
Fighting, Less Serious	221	540	123	884
1A Drug, Possession or Under the Influence	1	279	338	618
Refusal to Cooperate with School Administrative Staff	42	235	299	576
Assault, No Injury	109	161	57	327
Threats or Intimidation	44	185	93	322
Disrespectful to Adults/Others	43	158	69	270
Classroom Disruption/Behavior Disruptive to the School ..	60	142	48	250
Assault with Injury (Intentional)	88	117	42	247
Harassment	24	154	31	209
Tobacco/Vaping, Use of	14	103	91	208
Engaging in Verbal Conflict	6	68	130	204
Repeated Violations	39	95	40	174
Reckless Behavior Resulting in Personal Injury	32	101	24	157
Misuse of Pass/Out of Area	4	26	102	132
5A Weapon (Other than firearm)	18	56	49	123
Failure to Serve	6	20	89	115
Violation of other Defined School Rules	13	31	43	87
Theft	8	38	27	73
Sexual Harassment	9	55	8	72
Damage to School, Staff, or Student Property	20	34	14	68
Misuse of Computers, Digital Devices or Network	6	55	6	67
Bullying	9	44	7	60
Possession of Non-School Related Item(s)	16	27	4	47
Vulgarity/Profanity	4	30	11	45
Unlawful Activity		17	23	40
Unauthorized Use of Camera, Video/Recording Device, ..	5	31	3	39
Unauthorized Entry	1	1	36	38
Inappropriate Language	7	25	2	34
Trespassing		3	31	34
2A Drug, Selling/Distribution		26	5	31
False Alarm/Bomb Threat	1	4	23	28
Truancy		15	8	23
Alcohol, Possession/Use/Under the Influence		3	18	21
Possession of Obscene or Pornographic Literature, Mate..		16	5	21
Exposure to Bodily Fluid	3	11		14
Public Indecency		5	9	14
Arson	3	7	1	11
Excessive Tardies/Hall Sweep		5	2	7
False Allegations Against Staff	1	5	1	7
Bullying Allegation	2			2
No Behavior Event/Documentation		2		2
Inappropriate Clothing			1	1

Table 6. Behaviors Resulting in In-School Suspensions

In-School Suspensions by Behavior Type				
Event Name	**Elementary (K-5)**	**Middle (6-8)**	**High (9-12)**	**Total**
Insubordination/Non-compliance with behavioral expecta..	13	539	497	1,049
Classroom Disruption/Behavior Disruptive to the School ..	31	719	249	999
Truancy		275	680	955
Reckless Behavior	56	649	112	817
Excessive Tardies/Hall Sweep		179	506	685
Misuse of Pass/Out of Area	3	201	442	646
Disrespectful to Adults/Others	13	336	165	514
Failure to Serve		38	424	462
Tobacco/Vaping, Use of	2	128	198	328
Engaging in Verbal Conflict	6	102	72	180
Fighting, Less Serious	34	110	12	156
Inappropriate Language	7	97	28	132
Refusal to Cooperate with School Administrative Staff		49	56	105
Harassment	4	84	10	98
Misuse of Computers, Digital Devices or Network	1	63	26	90
Repeated Violations	6	65	19	90
Assault, No Injury	22	50	5	77
Vulgarity/Profanity	5	54	18	77
Theft	1	54	17	72
Damage to School, Staff, or Student Property	3	50	13	66
Violation of other Defined School Rules	11	25	27	63
1A Drug, Possession or Under the Influence		42	13	55
Reckless Behavior Resulting in Personal Injury	11	40	4	55
Bullying	3	39	8	50
Threats or Intimidation	8	30	11	49
Possession of Non-School Related Item(s)	3	12	3	18
Fighting, Serious	4	7	5	16
Unauthorized Use of Camera, Video/Recording Device, ..		10	6	16
Assault with Injury (Intentional)	4	9	1	14
Sexual Harassment	1	12	1	14
Unauthorized Entry			12	12
False Allegations Against Staff	1	9		10
Bus Misconduct	1	5	2	8
Bullying Allegation	1	5	1	7
5A Weapon (Other than firearm)		3	3	6
Cheating/Plagiarizing		3	3	6
False Alarm/Bomb Threat		6		6
No Behavior Event/Documentation		5		5
2A Drug, Selling/Distribution		4		4
Exposure to Bodily Fluid		4		4
Possession of Obscene or Pornographic Literature, Mate..		4		4
Unlawful Activity		2	2	4
Alcohol, Possession/Use/Under the Influence		3		3
Absences Excessive			2	2
Trespassing			1	1

Table 7. Behaviors Resulting in Expulsions

Expulsions by Behavior Type				
Event Name	**Elementary (K-5)**	**Middle (6-8)**	**High (9-12)**	**Total**
Assault with Injury (Intentional)		30	78	108
5A Weapon (Other than firearm)		16	35	51
Fighting, Serious		8	23	31
Reckless Behavior Resulting in Personal Injury		9	21	30
Threats or Intimidation		11	15	26
Assault, No Injury		6	17	23
2A Drug, Selling/Distribution		14	6	20
1A Drug, Possession or Under the Influence		4	1	5
Harassment		4	1	5
Unlawful Activity			5	5
3A Firearm			4	4
Sexual Harassment		2		2
Arson		1		1
Engaging in Verbal Conflict			1	1
Exposure to Bodily Fluid			1	1
Insubordination/Non-compliance with behavioral expecta..		1		1
Reckless Behavior			1	1
Refusal to Cooperate with School Administrative Staff			1	1

Reassignments

Mandatory reassignments are enforced for serious level 4 behavior violations as defined by the student code of conduct. These violations can have a significant impact on school safety or the overall environment. While any level 4 violation may warrant a mandatory reassignment, Nebraska State Statutes 28-319 through 28-320.01 specifically address the requirement for reassignment or expulsion in cases involving sexual assault, ensuring separation from the victim. Reassignment is also considered when a student intentionally commits violence against school staff. This action, which involves transferring a student to another school or alternative program, is a less severe consequence than expulsion and is typically applied when chronic misbehavior persists despite documented intervention efforts by school staff. Over the past six years, the number of mandatory reassignments has been consistently low, with the highest being 46 in the 2019-20 school year. During the 2024-25 school year, there were 33 reassignments across the district. Historically, most reassignments have involved middle school students. It is important to note that when a student is recommended for reassignment, they receive a separate resolution suspending them until the school placement change is complete; however, the Mandatory Reassignment itself is not classified as exclusionary.

Table 8. Reassignments by Grade Level: 2019-20 to 2023-24

Reassignments: K - 5			
	Student Membership	Unique Students with Reassignment	% of Group
2024-25	23,188	1	0.00%
2023-24	22,872	1	0.00%
2022-23	22,856	0	0.00%
2021-22	22,579	1	0.00%
2020-21**	22,851	0	0.00%
2019-20*	23,988	3	0.00%

Reassignments: 6 - 8			
	Student Membership	Unique Students with Reassignment	% of Group
2024-25	11,041	26	0.20%
2023-24	10,857	17	0.20%
2022-23	11,041	33	0.30%
2021-22	11,448	24	0.20%
2020-21**	11,325	0	0.00%
2019-20*	11,413	32	0.30%

Reassignments: 9 - 12			
	Student Membership	Unique Students with Reassignment	% of Group
2024-25	15,691	6	0.00%
2023-24	15,415	7	0.00%
2022-23	15,405	12	0.10%
2021-22	14,982	6	0.00%
2020-21**	15,221	1	0.00%
2019-20*	15,301	11	0.10%

Reassignments: All Grades			
	Student Membership	Unique Students with Reassignment	% of Group
2024-25	49,920	33	0.10%
2023-24	49,144	25	0.10%
2022-23	49,302	45	0.10%
2021-22	49,009	31	0.10%
2020-21**	49,397	1	0.00%
2019-20*	50,702	46	0.10%

**2019-20 data is only through the third quarter. ** 2020-21 data is impacted by remote learning.*

Conclusion

The information contained in this report suggests a general reduction in the use of the most exclusionary behavior resolutions (out-of-school suspensions and expulsions) and reassignments during 2024-25. This reduction is present when compared to the previous school year and to the 2019-20 school year at most school levels. Only the use of in-school suspensions shows an increase in use during the 2024-25 school year. The

number of student behavior incidents resulting in referrals also decreased when compared to the previous year and shows a dramatic reduction when compared to the 2019-20 school year. The level of behavioral events remains stable with only level 1 behaviors like cheating or plagiarizing, disruptions, or disrespecting adults, increasing. District and school efforts will continue to be focused on reducing student behavioral events, the use of exclusionary resolutions, and the differences in experiences between student groups.