OMAHA Public Schools

RESEARCH DIVISION

Omaha Public School District 2025-26 Behavior and Discipline Summary Report

Contents

Executive Summary/Key Findings 2
Introduction 4
Reporting Notes 4
Foundational School Condition 5
Total Unique Behavior Referrals 6
Behavior Events by Severity 7
Resolution Type 8
Suspension Summary 8
Suspension Trends 10
Expulsions 12
Expulsion Trends 13
Suspension and Expulsions by Race/Ethnicity 14
Trend of Removals by Race/Ethnicity 16
Suspension and Expulsions by Student Group 16
Behaviors Resulting in Suspensions and Expulsions 19
Reassignments 22
Conclusion 23

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 2025-26 school year, these disciplinary resolutions accounted for 25.4% of all disciplinary resolutions. The remaining 74.6% of discipline resolutions include interventions such as a conference with the student or guardian, detention, or a referral to a counselor.
- **Unique Behavior Referrals** - For the 2021-22 through 2023-24 school years, referrals stabilized around 83,000 before decreasing to below 81,000 for the last two school years. During this time, Omaha Public Schools continued to invest 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.
- **School Conditions -** In 2025-26, more than half of all elementary schools had more than 85% of all students experience one or fewer incidents across the school year. Overall, 81.7% of all students experienced one or fewer incidents throughout the school year.
- **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 2025-26 classified as Level 1.
- **Suspension Trends**
    - **Out-of-School Suspensions (OSS)** - In the 2025-26 school year, 19.8% of middle school students, 13.5% of high school students, and 3.7% of elementary students experienced an OSS. Trend data indicates OSS rates at the elementary and high school levels are down from the five-year high in 2022-23.
    - **In-School Suspensions (ISS)** - In the 2025-26 school year, ISS rates were highest for middle school and lowest for elementary school. Trend data indicates that ISS rates remained the same for elementary, dropped for high school, and increased for middle schools.
- **Disparities in Discipline by Race/Ethnicity**
    - Black or African American, American Indian or Alaska Native, and Native Hawaiian or Pacific Islander students account for a disproportionate

percentage of students experiencing a removal (suspended and expelled students) relative to their demographic representation in the district.

- **Suspensions by Student Group**
  - Male students, students eligible for educational benefits or free or reduced lunch, and students receiving special education services were more likely to be suspended or expelled than their peers.
- **Behavioral Reasons for Suspensions and Expulsions**
  - The most common causes for OSS in elementary and middle schools were less-serious fighting and reckless behavior. At the high school level, suspensions were most 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 2025-26 compared to 2024-25. High school expulsion rates decreased by 0.2%, while middle school expulsions increased by 0.1%. The district-level rate of expulsions decreased to 0.6% from its 5-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 2025-26 school year, there were 34 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 and provides trend data where available.

Reporting Notes

This report groups and describes students in elementary school (K-5), middle school (6-8), and high school (9-12) grade groups to provide 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, such as suspensions and expulsions. In general, exclusionary discipline is not recommended for our youngest learners and is rarely used. During the 2025-26 school year, zero early childhood students experienced an in-school or out-of-school suspension out of 2,310 students. In the previous four school years, an average of two 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 for 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 49,880 kindergarten through twelfth grade students are counted as being enrolled as of October 1 in the 2025-26 school year, about 52,100 individual students were enrolled at some point across the school year. Some of these additional 2,200 students experienced the reported discipline and are not counted in the official membership denominator. As a result, the suspension rates are calculated using a smaller number of students than the number of students who could have experienced a suspension.

Foundational School Condition

To reach the district Moonshot of every student reading on grade level by 2030, schools should have foundational conditions that support student literacy. From a behavioral perspective, schools function best when more than 85% of the student population experiences one or fewer behavioral events across a school year. Within the MTSS-B framework, about 15% or less of the student population can be effectively managed with Tier 2 and Tier 3 interventions and supports. To meet this school condition, the proportion of students at a school who experienced one or fewer incidents across a school year should be 85% or more. In 2025-26, 38 of 65 elementary schools met this goal while about 86.9% of students at elementary schools experienced one or fewer incidents across the school year. At the secondary level, no middle schools and one high school met the goal and 72.5% and 80.2% of students at middle and high schools experienced one or fewer incidents across the school year respectively. Across the district, 81.7% of students experienced one or fewer incidents throughout the school year. These data use a denominator of every student enrolled across the year rather than at official membership like the rest of the reporting contained here.

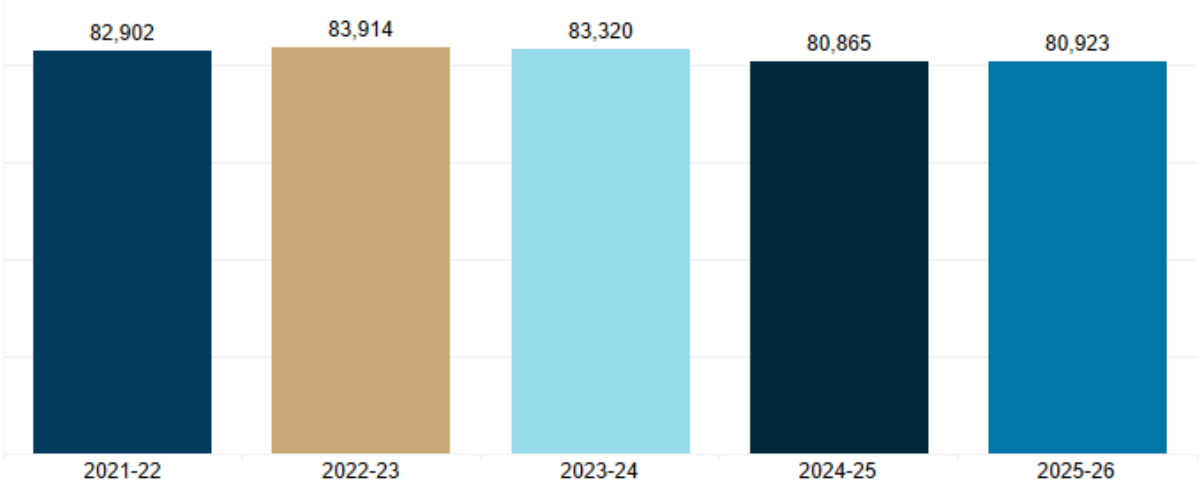
Table 1. Unique Students with 1 or Fewer Incidents by School Level: 2025-26

Unique K-12 Students with 1 or Fewer Incidents by School Level		
School Level	**% of Students With 1 or Fewer Incidents**	**% of Schools with 85% of Students with 1 or Fewer Incidents**
Elementary	86.9%	58.5% (38/65)
Middle	72.5%	0% (0/13)
High	80.2%	11.1% (1/9)
District	**81.7%**	**44.8% (39/87)**

Total Unique Behavior Referrals

The total unique behavior referrals is the count of a student and incident where the student was an “offender”. Behavioral incidents can be comprised of multiple behavioral events and multiple resolutions. However, the count of total unique referrals only counts each incident once per student. The total number of student referrals includes students in grades K-12. The total number of unique student behavior referrals has decreased by approximately 30,000 from pre-pandemic levels. For the 2021-22 through 2023-24 school years, referrals stabilized around 83,000 before decreasing to below 81,000 for the last two school years. During this time, Omaha Public Schools completed Tier 1 implementation of the Multi-Tiered Systems of Support for Behavior (MTSS-B) training and support processes for our schools. While this report is not intended to establish a causal relationship between these trends, 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) 2021-22 to 2025-26



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.

Behavior Events by Severity

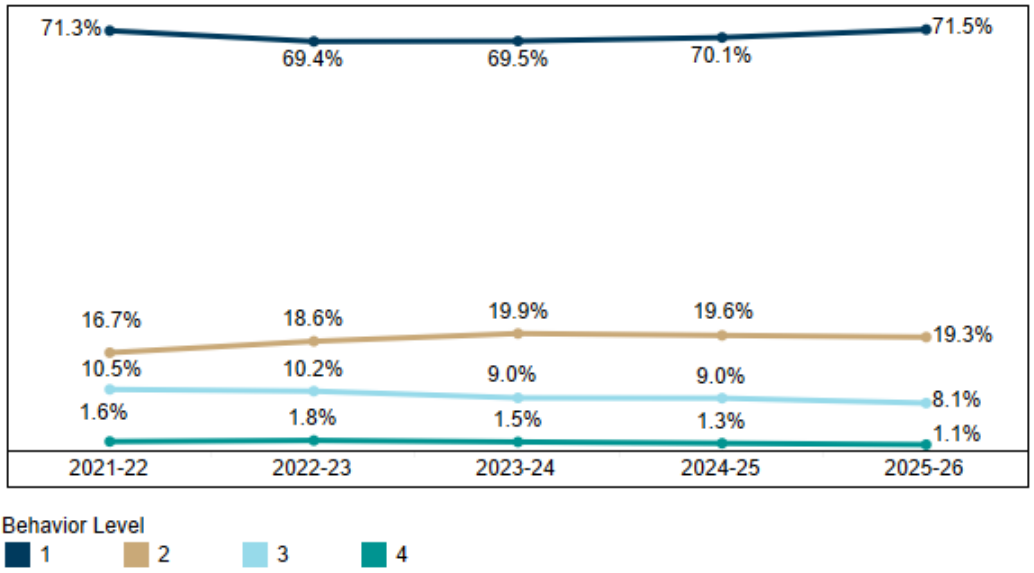
The Student Code of Conduct is structured by defining and leveling inappropriate behaviors and corresponding resolutions. Both behaviors and resolutions can be categorized by a severity level. Behaviors are categorized from more minor classroom disruptions to more serious incidents that may require administrative 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 distribution 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 often involve support staff and aim to enhance students' skills, perspectives on school, and overall positive experiences. Level 3 behaviors are more serious and may 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 five years, there have been slight fluctuations in the percentage of each behavior level. Behaviors classified as Level 2, 3, and 4 continued to decrease in 2025-26.

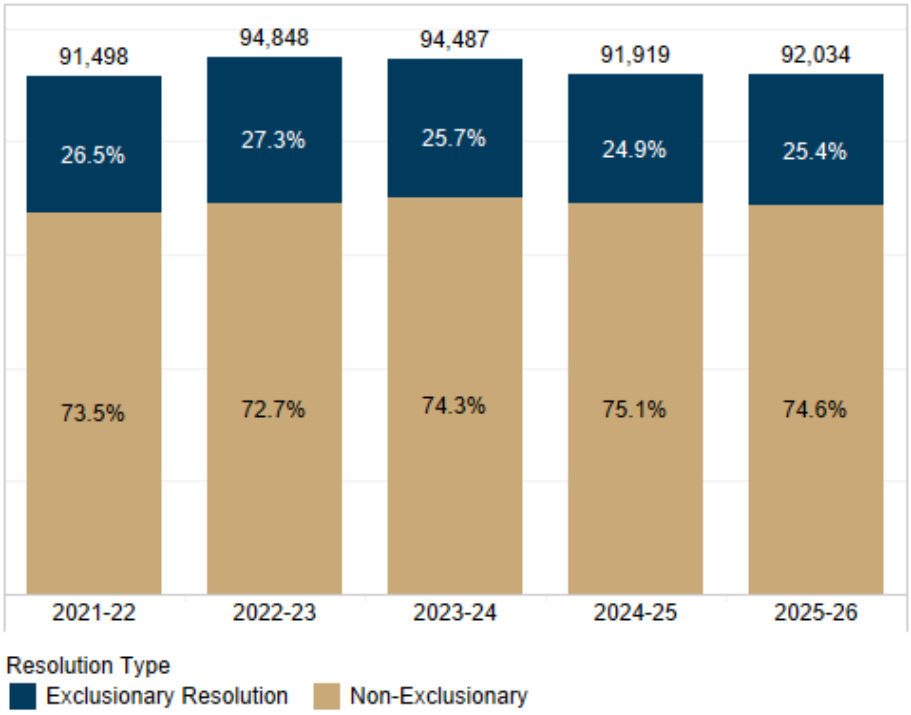
Figure 2. Event Ratio by Severity



Resolution Type

Behavior resolutions are also classified into levels that align with the severity of the behavior. Ideally, the least restrictive resolution is used to manage student behavior. Behavioral resolutions can further be classified as either exclusionary (Level 3 or 4) or non-exclusionary (Level 1 or 2). Over the past five years, 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 account for just over a quarter of the total resolutions used each year.

Figure 3. Unique Behavior Resolutions: 2021-22 to 2025-26



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.

Suspension Summary

Table 2 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 five 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 the 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 2025-26 school year, students in middle school grades had the highest rate of in-school (20.2%) or out-of-school (19.8%) suspension. At the high school level, 11.7% of students experienced in-school suspension and 13.5% experienced out-of-school suspension. Students in elementary school grades had the lowest percentage of students experiencing suspension, with only 0.8% of students experiencing an in-school suspension and 3.7% experiencing an out-of-school suspension. Beginning in the 2023-24 school year, the use of in-school and out-of-school suspensions was restricted for students in pre-kindergarten through second grade. While these resolutions were rarely used in these grades previously, this policy change likely had an impact on rates starting in 2023-24. Comparing 2024-25 and 2025-26, out-of-school suspension rates increased for elementary and high school students and decreased for middle school students. Over the same period, in-school suspensions increased for elementary and middle school students and decreased for high school students.

The total number of suspension incidents during the 2025-26 school year increased slightly (2.5%) compared to 2024-25. Of the 22,859 total suspension incidents, 49.2% were out-of-school suspensions, while 50.8% were in-school suspensions. Among all students who were suspended during the 2025-26 school year, 43.5% had only one in-school or out-of-school suspension. Conversely, 56.5% of suspended 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 over eight days. Middle school students experience in-school and out-of-school suspensions at the highest rates compared to students at the elementary and high school level. 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 almost 11 days. In high school, short-term suspensions average under three days, while long-term suspensions average 10.5 days.

Table 2. Out-of-School (OSS) and In-School Suspensions (ISS) by Grade Level: 2021-22 to 2025-26

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
2025-26	22,830	856	3.7%	189	0.8%	1,835
2024-25	23,188	805	3.5%	186	0.8%	1,702
2023-24	22,872	962	4.2%	111	0.5%	2,184
2022-23	22,856	1,454	6.4%	191	0.8%	3,203
2021-22	22,579	1,178	5.2%	236	1.0%	2,680

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
2025-26	11,136	2,202	19.8%	2,245	20.2%	11,224
2024-25	11,041	2,264	20.5%	2,130	19.3%	10,728
2023-24	10,857	2,539	23.4%	1,916	17.6%	11,545
2022-23	11,041	2,621	23.7%	1,908	17.3%	11,769
2021-22	11,448	2,420	21.1%	1,953	17.1%	11,817

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
2025-26	15,914	2,141	13.5%	1,857	11.7%	9,800
2024-25	15,691	2,026	12.9%	1,993	12.7%	9,878
2023-24	15,415	2,132	13.8%	1,993	12.9%	9,644
2022-23	15,405	2,408	15.6%	1,758	11.4%	10,146
2021-22	14,982	2,036	13.6%	1,755	11.7%	8,954

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
2025-26	49,880	5,199	10.4%	4,291	8.6%	22,859
2024-25	49,920	5,094	10.2%	4,309	8.6%	22,308
2023-24	49,144	5,633	11.5%	4,020	8.2%	23,373
2022-23	49,302	6,483	13.1%	3,856	7.8%	25,118
2021-22	49,009	5,634	11.5%	3,944	8.0%	23,451

Suspension Trends

Figures 4 and 5 illustrate the five-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. The percentage of students receiving out-of-school suspensions at the district level has decreased over the last five years. Out-of-school suspension rates

remain relatively stable, increasing slightly from last year while remaining 2.7% below the five-year high in 2022-23.

The district-wide rate of students receiving in-school suspensions increased slightly from 8.0% in 2021-22 to 8.6% in 2025-26. Middle school students consistently had the highest rates of in-school suspensions over the past five years, with a slight increase of 0.9% in 2025-26. Over the last five years, middle and high school students 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: 5-Year Trend

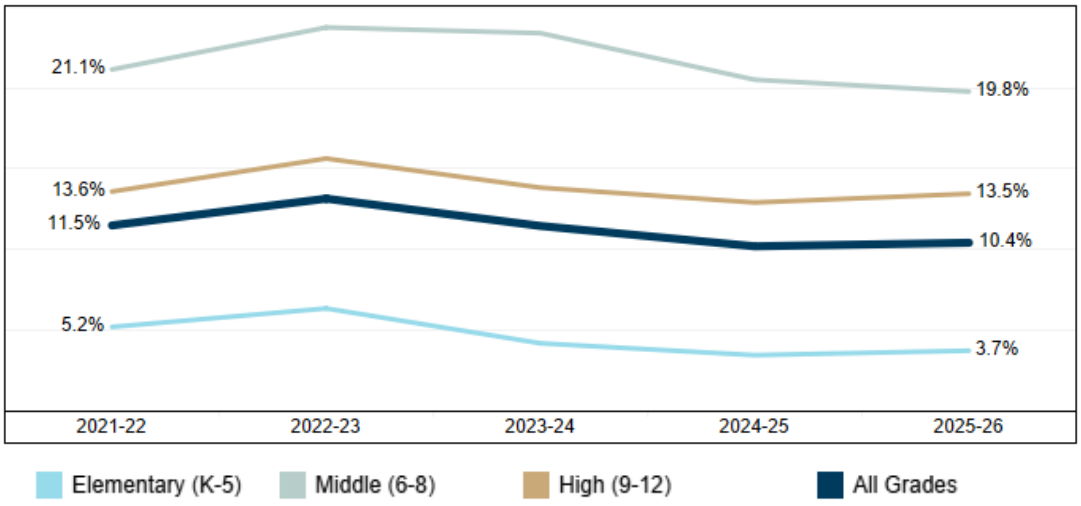
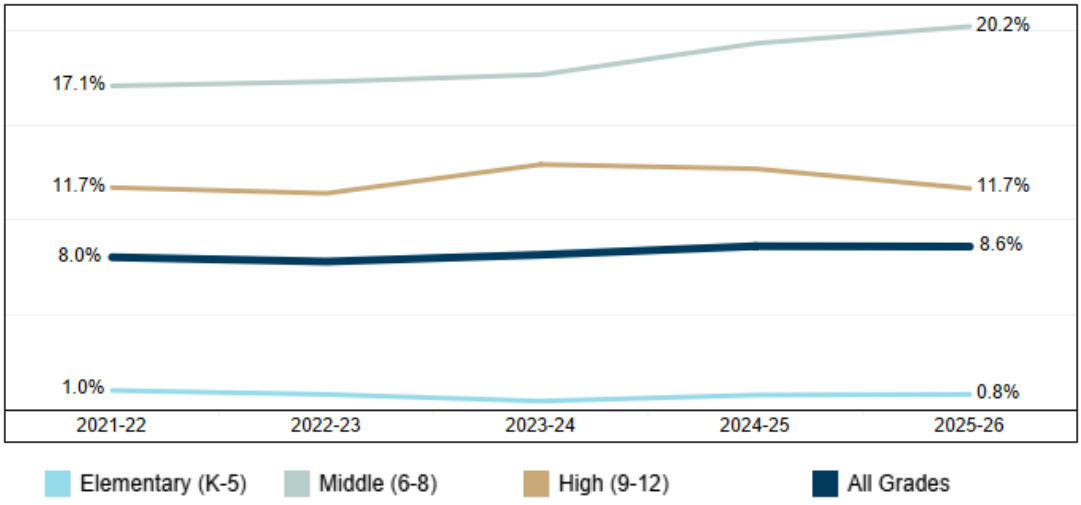


Figure 5. Percent of Students Suspended In-School: 5-Year Trend



Expulsions

Table 3 illustrates both the number of unique students who were expelled during the school year and the total number of expulsions that occurred during each of the past five school years by grade group. Much like suspensions, expulsions are concentrated among 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. Over the last five years, no elementary school students have experienced expulsions. At the high school level, 1.1% of students experienced an expulsion in 2025-26. This percentage has remained relatively consistent over the last five years. The rate of expulsions for students in middle school grades increased slightly to 1.0% in 2025-26, still below its five-year high of 1.4% in 2022-23.

Table 3. Expulsions by Grade Level: 2021-22 to 2025-26

Expulsions: Grades K - 5				
	Student Membership	Unique Students Expelled	% of Group	Total Expulsion Incidents
2025-26	22,830	0	0.0%	0
2024-25	23,188	0	0.0%	0
2023-24	22,872	0	0.0%	0
2022-23	22,856	0	0.0%	0
2021-22	22,579	0	0.0%	0

Expulsions: Grades 6 – 8				
	Student Membership	Unique Students Expelled	% of Group	Total Expulsion Incidents
2025-26	11,136	108	1.0%	115
2024-25	11,041	100	0.9%	103
2023-24	10,857	126	1.2%	131
2022-23	11,041	152	1.4%	156
2021-22	11,448	118	1.0%	128

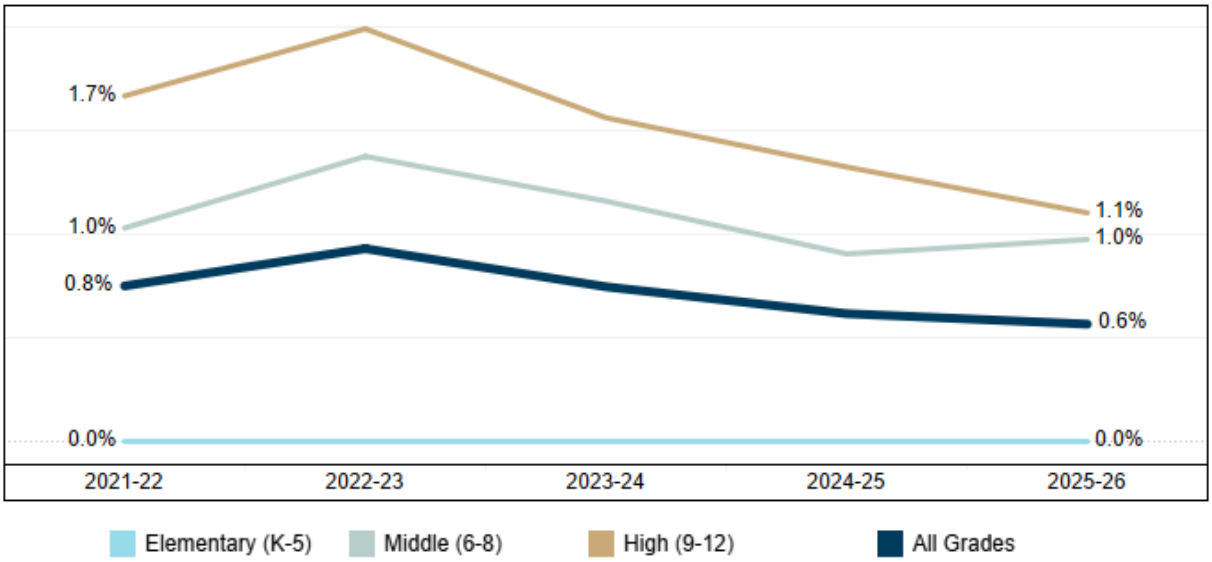
Expulsions: Grades 9 – 12				
	Student Membership	Unique Students Expelled	% of Group	Total Expulsion Incidents
2025-26	15,914	172	1.1%	178
2024-25	15,691	208	1.3%	211
2023-24	15,415	241	1.6%	249
2022-23	15,405	307	2.0%	320
2021-22	14,982	250	1.7%	259

Expulsions: All Grades				
	Student Membership	Unique Students Expelled	% of Group	Total Expulsion Incidents
2025-26	49,880	280	0.6%	293
2024-25	49,920	308	0.6%	314
2023-24	49,144	367	0.7%	380
2022-23	49,302	459	0.9%	476
2021-22	49,009	368	0.8%	387

Expulsion Trends

Figure 6 illustrates the five-year trend in the number of students who were expelled as a percentage of official membership. Due to the low number of expulsions relative to the student population, small changes in the number of students or expulsions can have a noticeable impact on the rate. Middle school students experienced a slight increase in their expulsion rate, which remained around 1%. The high school expulsion rate remained stable, while the total number of expulsions reached a five-year low of 280 students.

Figure 6. Percent of Students Expelled: 5-Year Trend



Suspension and Expulsions by Race/Ethnicity

Table 4 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. In 2025-26, 19.9% of all Black or African American students experienced an out-of-school suspension, followed by American Indian or Alaska Native students (15.4%) and students of two or more races (13.4%). The Native Hawaiian or Pacific Islander group had an expulsion rate of 14.5%; however, due to the small size of the student population, the rate can fluctuate substantially with relatively small changes in the number of expulsions. These findings are consistent across all grade levels and suggest that students in these groups are more likely than students in other racial or ethnic groups to experience an out-of-school suspension or expulsion.

Table 4. Suspensions and Expulsions by Race/Ethnicity

Students Suspended or Expelled by Race/Ethnicity (Grades K-5): 2025-26

	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	5,080	22.3%	444	51.9%	8.7%	118	62.4%	2.3%	0	0.0%	0.0%
Asian	1,644	7.2%	21	2.5%	1.3%	4	2.1%	0.2%	0	0.0%	0.0%
White	4,696	20.6%	114	13.3%	2.4%	16	8.5%	0.3%	0	0.0%	0.0%
Hispanic	9,647	42.3%	197	23.0%	2.0%	27	14.3%	0.3%	0	0.0%	0.0%
American Indian or Alaska Native	147	0.6%	9	1.1%	6.1%	3	1.6%	2.0%	0	0.0%	0.0%
Native Hawaiian or Pacific Islander	24	0.1%	3	0.4%	12.5%	1	0.5%	4.2%	0	0.0%	0.0%
Two or More Races	1,592	7.0%	68	7.9%	4.3%	20	10.6%	1.3%	0	0.0%	0.0%

Students Suspended or Expelled by Race/Ethnicity (Grades 6-8): 2025-26

	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	2,544	22.8%	901	40.9%	35.4%	933	41.6%	36.7%	48	44.4%	1.9%
Asian	895	8.0%	97	4.4%	10.8%	86	3.8%	9.6%	6	5.6%	0.7%
White	2,292	20.6%	327	14.9%	14.3%	339	15.1%	14.8%	12	11.1%	0.5%
Hispanic	4,557	40.9%	648	29.4%	14.2%	653	29.1%	14.3%	25	23.1%	0.5%
American Indian or Alaska Native	75	0.7%	19	0.9%	25.3%	17	0.8%	22.7%	1	0.9%	1.3%
Native Hawaiian or Pacific Islander	16	0.1%	5	0.2%	31.3%	6	0.3%	37.5%	1	0.9%	6.3%
Two or More Races	757	6.8%	205	9.3%	27.1%	211	9.4%	27.9%	15	13.9%	2.0%

Students Suspended or Expelled by Race/Ethnicity (Grades 9-12): 2025-26

	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	3,941	24.8%	957	44.7%	24.3%	813	43.8%	20.6%	94	54.7%	2.4%
Asian	1,110	7.0%	50	2.3%	4.5%	47	2.5%	4.2%	4	2.3%	0.4%
White	3,187	20.0%	308	14.4%	9.7%	241	13.0%	7.6%	14	8.1%	0.4%
Hispanic	6,609	41.5%	635	29.7%	9.6%	599	32.3%	9.1%	37	21.5%	0.6%
American Indian or Alaska Native	128	0.8%	26	1.2%	20.3%	17	0.9%	13.3%	2	1.2%	1.6%
Native Hawaiian or Pacific Islander	15	0.1%	0	0.0%	0.0%	1	0.1%	6.7%	0	0.0%	0.0%
Two or More Races	924	5.8%	165	7.7%	17.9%	139	7.5%	15.0%	21	12.2%	2.3%

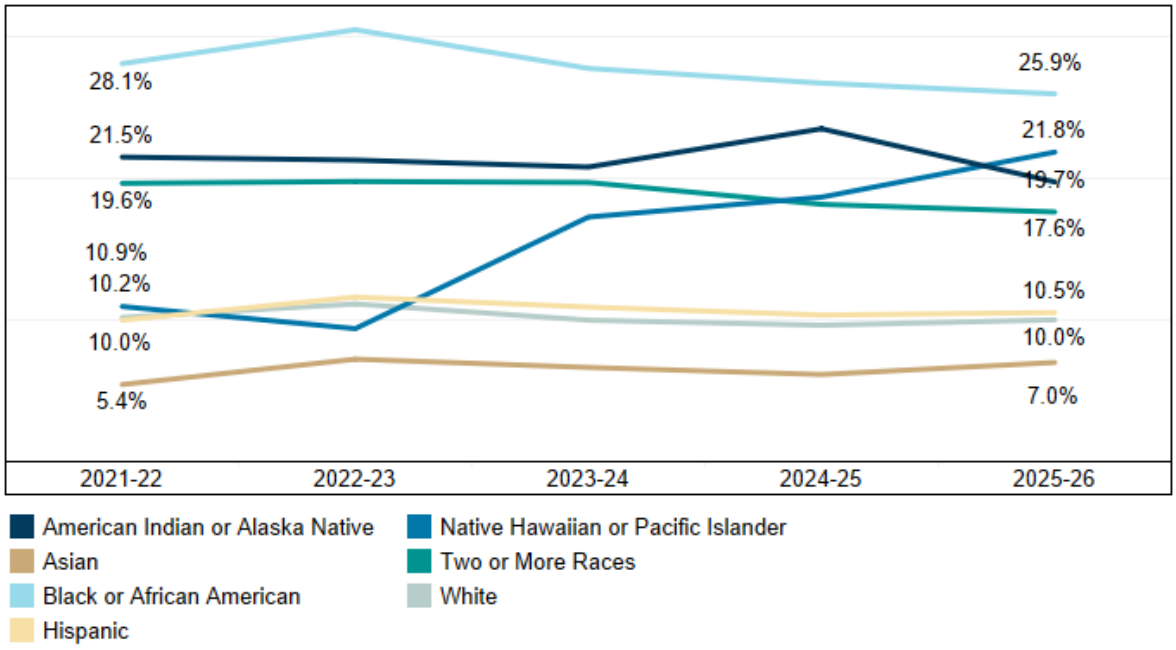
Students Suspended or Expelled by Race/Ethnicity (All Grades): 2025-26

	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	11,565	23.2%	2,302	44.3%	19.9%	1,864	43.4%	16.1%	142	50.7%	1.2%
Asian	3,649	7.3%	168	3.2%	4.6%	137	3.2%	3.8%	10	3.6%	0.3%
White	10,175	20.4%	749	14.4%	7.4%	596	13.9%	5.9%	26	9.3%	0.3%
Hispanic	20,813	41.7%	1,480	28.5%	7.1%	1,279	29.8%	6.1%	62	22.1%	0.3%
American Indian or Alaska Native	350	0.7%	54	1.0%	15.4%	37	0.9%	10.6%	3	1.1%	0.9%
Native Hawaiian or Pacific Islander	55	0.1%	8	0.2%	14.5%	8	0.2%	14.5%	1	0.4%	1.8%
Two or More Races	3,273	6.6%	438	8.4%	13.4%	370	8.6%	11.3%	36	12.9%	1.1%

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 five years, most racial groups have seen steady declines in removal rates, with the exception of 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 five years. However, both groups have seen an overall decrease over the five-year period. The groups with the lowest removal rates include Asian students, at just over seven 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 removals (suspensions and expulsions) relative to their demographic representation in the district.

Figure 7: Student Removals by Race/Ethnicity (All Grades): 5-Year Trend



Suspension and Expulsions by Student Group

Table 5 detail suspension and expulsion rates by gender, educational benefit/free or reduced lunch eligibility (EBF/FRL), 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 within 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 a student in that group would experience the discipline.

The data indicate that male students are about 50% more likely than female students to experience an out-of-school suspension and slightly more likely to be expelled. Students eligible for educational benefits (EBF) or free or reduced lunch (FRL) are only slightly more likely to experience an out-of-school suspension compared to students who are eligible. Special Education students are almost twice as likely to receive an out-of-school suspension or expulsion compared to students who are not receiving special education services, while current English Learners are much less likely to be suspended or expelled than student who are not English learners. These trends are relatively consistent across grade levels.

Table 5. Suspensions and Expulsions by Student Group

Students Suspended or Expelled by Subgroup (Grades K-5): 2025-26

	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	11,757	51.5%	639	74.6%	5.4%	138	73.0%	1.2%	0	0.0%	0.0%
Female	11,073	48.5%	217	25.4%	2.0%	51	27.0%	0.5%	0	0.0%	0.0%
Eligible for EBF/FRL	15,367	67.3%	676	79.0%	4.4%	149	78.8%	1.0%	0	0.0%	0.0%
No Data & Not Eligible EBF/FRL	7,463	32.7%	180	21.0%	2.4%	40	21.2%	0.5%	0	0.0%	0.0%
Special Education	4,049	17.7%	268	31.3%	6.6%	50	26.5%	1.2%	0	0.0%	0.0%
Not Special Education	18,781	82.3%	600	70.1%	3.2%	140	74.1%	0.7%	0	0.0%	0.0%
English Learner	7,786	34.1%	149	17.4%	1.9%	21	11.1%	0.3%	0	0.0%	0.0%
Not English Learner	15,044	65.9%	707	82.6%	4.7%	168	88.9%	1.1%	0	0.0%	0.0%

Students Suspended or Expelled by Subgroup (Grades 6-8): 2025-26

	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	5,643	50.7%	1,366	62.0%	24.2%	1,359	60.5%	24.1%	59	54.6%	1.0%
Female	5,493	49.3%	836	38.0%	15.2%	886	39.5%	16.1%	49	45.4%	0.9%
Eligible for EBF/FRL	7,514	67.5%	1,555	70.6%	20.7%	1,586	70.6%	21.1%	84	77.8%	1.1%
No Data & Not Eligible EBF/FRL	3,622	32.5%	647	29.4%	17.9%	659	29.4%	18.2%	24	22.2%	0.7%
Special Education	2,114	19.0%	626	28.4%	29.6%	581	25.9%	27.5%	35	32.4%	1.7%
Not Special Education	9,022	81.0%	1,606	72.9%	17.8%	1,692	75.4%	18.8%	73	67.6%	0.8%
English Learner	2,243	20.1%	378	17.2%	16.9%	379	16.9%	16.9%	18	16.7%	0.8%
Not English Learner	8,893	79.9%	1,824	82.8%	20.5%	1,866	83.1%	21.0%	90	83.3%	1.0%

Students Suspended or Expelled by Subgroup (Grades 9-12): 2025-26

	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	8,223	51.7%	1,247	58.2%	15.2%	1,104	59.5%	13.4%	94	54.7%	1.1%
Female	7,691	48.3%	894	41.8%	11.6%	753	40.5%	9.8%	78	45.3%	1.0%
Eligible for EBF/FRL	10,267	64.5%	1,388	64.8%	13.5%	1,215	65.4%	11.8%	138	80.2%	1.3%
No Data & Not Eligible EBF/FRL	5,647	35.5%	753	35.2%	13.3%	642	34.6%	11.4%	34	19.8%	0.6%
Special Education	2,900	18.2%	647	30.2%	22.3%	537	28.9%	18.5%	60	34.9%	2.1%
Not Special Education	13,014	81.8%	1,521	71.0%	11.7%	1,349	72.6%	10.4%	112	65.1%	0.9%
English Learner	2,877	18.1%	310	14.5%	10.8%	311	16.7%	10.8%	23	13.4%	0.8%
Not English Learner	13,037	81.9%	1,831	85.5%	14.0%	1,546	83.3%	11.9%	149	86.6%	1.1%

Students Suspended or Expelled by Subgroup (All Students): 2025-26

	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	25,623	51.4%	3,252	62.6%	12.7%	2,601	60.6%	10.2%	153	54.6%	0.6%
Female	24,257	48.6%	1,947	37.4%	8.0%	1,690	39.4%	7.0%	127	45.4%	0.5%
Eligible for EBF/FRL	33,148	66.5%	3,619	69.6%	10.9%	2,950	68.7%	8.9%	222	79.3%	0.7%
No Data & Not Eligible EBF/FRL	16,732	33.5%	1,580	30.4%	9.4%	1,341	31.3%	8.0%	58	20.7%	0.3%
Special Education	9,063	18.2%	1,541	29.6%	17.0%	1,168	27.2%	12.9%	95	33.9%	1.0%
Not Special Education	40,817	81.8%	3,727	71.7%	9.1%	3,181	74.1%	7.8%	185	66.1%	0.5%
English Learner	12,906	25.9%	837	16.1%	6.5%	711	16.6%	5.5%	41	14.6%	0.3%
Not English Learner	36,974	74.1%	4,362	83.9%	11.8%	3,580	83.4%	9.7%	239	85.4%	0.6%

Behaviors Resulting in Suspensions and Expulsions

Tables 6, 7, and 8 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 rather than suspending students for just skipping school. Expulsions were most often assigned because of an assault resulting in injury or weapon violations at both the middle and high school levels.

Table 6. 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	157	445	448	1,050
Insubordination/Non-compliance with behavioral expecta..	56	340	652	1,048
Reckless Behavior	164	564	294	1,022
Fighting, Less Serious	272	472	171	915
1A Drug, Possession or Under the Influence	4	292	392	688
Refusal to Cooperate with School Administrative Staff	28	242	317	587
Assault, No Injury	92	187	93	372
Disrespectful to Adults/Others	42	165	106	313
Classroom Disruption/Behavior Disruptive to the School ..	89	154	66	309
Threats or Intimidation	45	150	105	300
Engaging in Verbal Conflict	5	74	185	264
Assault with Injury (Intentional)	67	95	40	202
Tobacco/Vaping	15	104	73	192
Reckless Behavior Resulting in Personal Injury	43	105	29	177
Harassment	18	133	19	170
Repeated Violations	59	70	41	170
Failure to Serve	7	13	114	134
Misuse of Pass/Out of Area	13	34	86	133
5A Weapon (Other than firearm)	21	56	45	122
Sexual Harassment	5	73	8	86
Damage to School, Staff, or Student Property	16	47	19	82
Bullying	28	25	10	63
Theft	10	29	24	63
Misuse of Computers, Digital Devices or Network	11	40	6	57
Violation of other Defined School Rules	12	12	23	47
Vulgarity/Profanity	11	25	11	47
Trespassing		6	39	45
Inappropriate Language	8	34	2	44
Alcohol, Possession or Under the Influence		9	32	41
Truancy	1	21	17	39
Non-compliance with Cell Phone/Personal Electronic De..	1	15	22	38
Unauthorized Use of Camera, Video/Recording Device, ..	4	27	7	38
Possession of Non-School Related Item(s)	6	25	1	32
Unlawful Activity		13	16	29
Unauthorized Entry			27	27
2A Drug, Distribution	2	17	5	24
Possession of Obscene or Pornographic Literature, Mate..		18	1	19
Exposure to Bodily Fluid	2	8	3	13
Public Indecency	1	4	8	13
False Allegations Against Staff	5	6	1	12
False Alarm	2	4	5	11
Alcohol, Distribution		3	1	4
Bus Misconduct		4		4
Arson	1	1	1	3
No Behavior Event/Documentation		1	1	2
Bullying Allegation		1		1
Excessive Tardies/Hall Sweep			1	1
Sexual Assault		1		1

Table 7. Behaviors Resulting in In-School Suspensions

In-School Suspensions by Behavior Type				
Event Name	**Elementary (K-5)**	**Middle (6-8)**	**High (9-12)**	**Total**
Classroom Disruption/Behavior Disruptive to the School ..	49	791	326	1,166
Insubordination/Non-compliance with behavioral expecta..	21	539	599	1,159
Truancy		292	725	1,017
Reckless Behavior	63	723	150	936
Misuse of Pass/Out of Area		194	476	670
Disrespectful to Adults/Others	19	356	236	611
Excessive Tardies/Hall Sweep		287	193	480
Tobacco/Vaping	1	52	197	250
Failure to Serve		107	139	246
Engaging in Verbal Conflict	8	127	95	230
Inappropriate Language	7	137	36	180
Fighting, Less Serious	40	95	12	147
Refusal to Cooperate with School Administrative Staff	1	62	43	106
Harassment	1	90	9	100
Misuse of Computers, Digital Devices or Network	3	54	26	83
Vulgarity/Profanity	2	55	26	83
Damage to School, Staff, or Student Property	4	51	21	76
Non-compliance with Cell Phone/Personal Electronic De..		32	44	76
Repeated Violations	2	59	13	74
Theft	1	45	19	65
Threats or Intimidation	4	39	14	57
Assault, No Injury	6	43	3	52
1A Drug, Possession or Under the Influence		27	24	51
Reckless Behavior Resulting in Personal Injury	2	46	3	51
Violation of other Defined School Rules	3	18	19	40
Bullying		21	6	27
Fighting, Serious	15	6	1	22
Sexual Harassment		19	1	20
Assault with Injury (Intentional)	5	8		13
Possession of Non-School Related Item(s)	1	9	2	12
Bullying Allegation		9	2	11
False Allegations Against Staff		6	5	11
Unauthorized Use of Camera, Video/Recording Device, ..		9	2	11
Unauthorized Entry			9	9
5A Weapon (Other than firearm)		5	1	6
Cheating/Plagiarizing		6		6
No Behavior Event/Documentation		2	4	6
Public Indecency		4	2	6
Bus Misconduct		4	1	5
Alcohol, Possession or Under the Influence			4	4
Inappropriate Clothing	1	2	1	4
Trespassing		3	1	4
Possession of Obscene or Pornographic Literature, Mate..		2	1	3
2A Drug, Distribution		2		2
Absences Excessive			1	1
Exposure to Bodily Fluid		1		1
False Alarm			1	1
Unlawful Activity			1	1

Table 8. Behaviors Resulting in Expulsions

Expulsions by Behavior Type				
Event Name	**Elementary (K-5)**	**Middle (6-8)**	**High (9-12)**	**Total**
Assault with Injury (Intentional)		29	51	80
5A Weapon (Other than firearm)		25	40	65
Reckless Behavior Resulting in Personal Injury		6	26	32
Fighting, Serious		12	14	26
Threats or Intimidation		10	14	24
Assault, No Injury		3	12	15
2A Drug, Distribution		9	5	14
Sexual Harassment		8	1	9
1A Drug, Possession or Under the Influence		4	2	6
Unlawful Activity			3	3
3A Firearm			2	2
False Alarm			2	2
Harassment		2		2
Trespassing			2	2
Unauthorized Entry			2	2
Bullying		1		1
False Allegations Against Staff		1		1
Public Indecency		1		1
Reckless Behavior		1		1
Repeated Violations			1	1
Theft		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 five years, the number of mandatory reassignments has been consistently low, with the highest being 45 in the 2022-23 school year. During the 2025-26 school year, there were 34 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 9. Reassignments by Grade Level: 2021-22 to 2025-26

Reassignments: K - 5			
	Student Membership	Unique Students with Reassignment	% of Group
2025-26	22,830	0	0.0%
2024-25	23,188	1	0.0%
2023-24	22,872	1	0.0%
2022-23	22,856	0	0.0%
2021-22	22,579	1	0.0%

Reassignments: 6 - 8			
	Student Membership	Unique Students with Reassignment	% of Group
2025-26	11,136	29	0.3%
2024-25	11,041	26	0.2%
2023-24	10,857	17	0.2%
2022-23	11,041	33	0.3%
2021-22	11,448	24	0.2%

Reassignments: 9 - 12			
	Student Membership	Unique Students with Reassignment	% of Group
2025-26	15,914	5	0.0%
2024-25	15,691	6	0.0%
2023-24	15,415	7	0.0%
2022-23	15,405	12	0.1%
2021-22	14,982	6	0.0%

Reassignments: All Grades			
	Student Membership	Unique Students with Reassignment	% of Group
2025-26	49,880	34	0.1%
2024-25	49,920	33	0.1%
2023-24	49,144	25	0.1%
2022-23	49,302	45	0.1%
2021-22	49,009	31	0.1%

Conclusion

The 2025-26 school year reflects both progress and ongoing challenges in student behavior and discipline across Omaha Public Schools. Behavior referrals remained below pre-pandemic levels, most disciplinary resolutions continued to be non-exclusionary interventions, and the district's expulsion rate remained at a five-year low. While suspension incidents increased slightly compared to the previous year, districtwide out-of-school suspension rates remained below the five-year high observed

in 2022-23, suggesting continued progress toward reducing the use of the most restrictive disciplinary practices.

At the same time, suspension rates remain highest at the middle school level, and disparities continue for several student groups, including Black or African American students, American Indian or Alaska Native students, and students receiving special education services. The district's continued investment in Multi-Tiered Systems of Support for Behavior (MTSS-B), social-emotional learning, and positive school culture will remain critical to improving outcomes. Encouragingly, 81.7% of students experienced one or fewer behavioral incidents during the school year, demonstrating that the majority of students are successfully meeting behavioral expectations. Omaha Public Schools will continue to focus on reducing exclusionary discipline, addressing disproportionality, and ensuring safe, supportive learning environments for all students.