

# **Omaha Public School District 2023-24 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 2023-24 school year, these disciplinary resolutions accounted for 25.3% of all disciplinary resolutions. The remaining nearly 75% 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 last three years, these numbers have stabilized at around 83,000 behavior referrals annually. 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 2023-24 classified as Level 1.
- **Suspension Trends**
  - **Out-of-School Suspensions (OSS)** - In the 2023-24 school year, OSS rates were 23.4% for middle school students, 13.8% for high school students, and 4.2% for elementary students. Trend data indicates two of three levels are down from pre-pandemic rates of OSS.
  - **In-School Suspensions (ISS)** - In the 2023-24 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 suspended

and expelled students relative to their demographic representation in the district. Rates for all groups of significant size were below pre-pandemic levels.

- **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.
  - Students eligible for educational benefits were twice as likely to experience OSS as those who were not eligible.
  - 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 2023-24 compared to 2022-23. High school expulsion rates decreased by 0.4%, while middle school expulsions also saw a decline. The district-level rate of expulsions has decreased to 0.7% 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 2023-24 school year, there were 25 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.

The Student Code of Conduct is designed to support the concept of 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 learning experiences for students. 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 meant to foster and maintain 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 will be enrolled at an elementary school and only about 16% of grade six students will still be enrolled 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

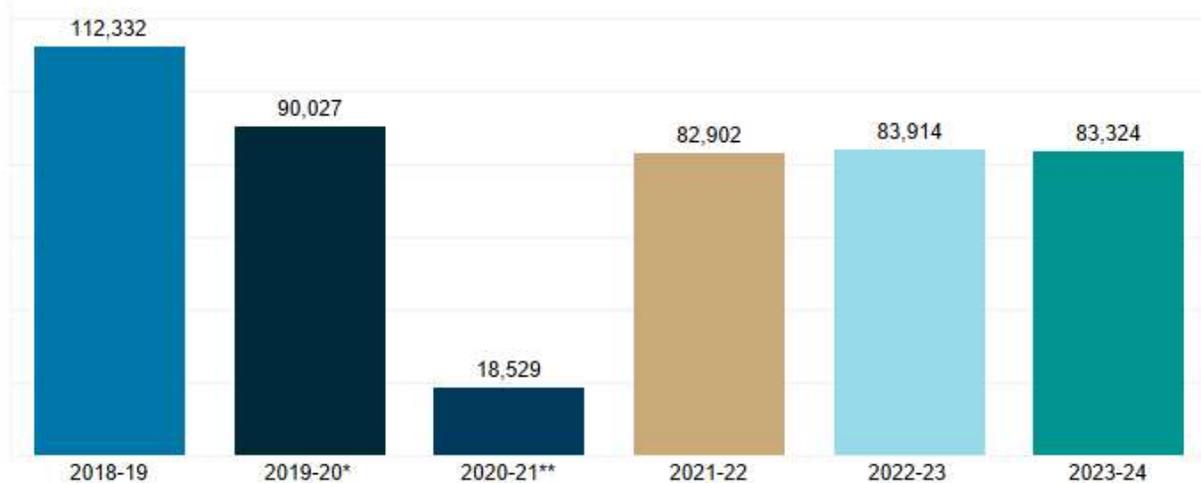
rarely used. During the 2023-24 school year, zero early childhood students experienced an in-school or out-of-school suspension out of 1,926 students. In the previous four school years, an average of three early childhood students experienced in-school or out-of-school suspension. Including all early 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 49,144 kindergarten through twelfth grade students are counted as being enrolled as of October 1 in the 2023-24 school year, about 53,319 individual students were enrolled across the school year. Some of these additional 4,175 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 have remained consistently around 83,000 from the 2021-22 to 2023-24 school years. 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.

Figure 1. Total Unique Student Incidents (referrals) 2018-19 to 2023-24



*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

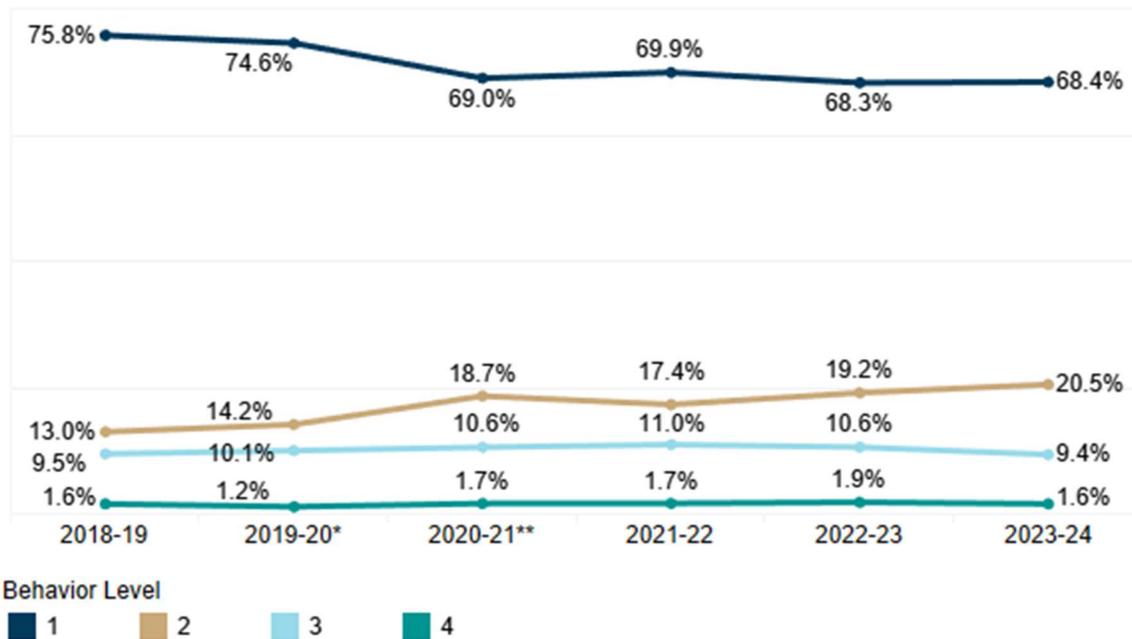
The Student Code of Conduct is structured by defining and leveling inappropriate behaviors and corresponding interventions. Both behaviors and resolutions can be categorized by a severity level. Behaviors are categorized from more minor classroom disruptions to more serious incidents that may require 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 increase in Level 2 behaviors, reaching 20.5% in 2023-24. In contrast, Level 1, 3, and 4 behaviors decreased during the 2023-24 school year, with most incidents classified as Level 1, the least severe.

Figure 2. Event Ratio by Severity

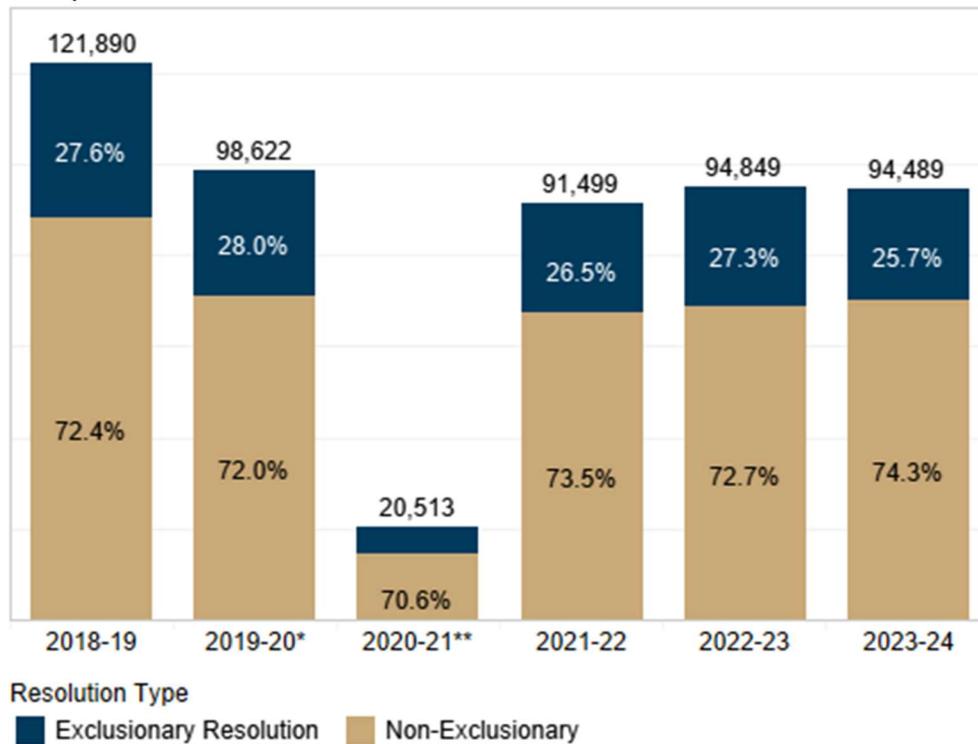


\*2019-20 data is only through the third quarter. \*\* 2020-21 data is impacted by remote learning.

### 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 nearly 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

The following table 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 2023-24 school year, students in middle school grades had the highest rate of in-school (17.6%) or out-of-school (23.4%) suspension. At the high school level, 12.9% of students experienced in-school suspension and 13.8% experienced out-of-school suspension. Students in elementary school grades had the lowest percentage of students experiencing suspension, where only 0.5% of students experienced an in-

school suspension and 4.2% 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, this likely had a small impact on rates at the elementary level in 2023-24. At all grade levels, out-of-school suspension rates decreased in the 2023-24 school year, while in-school suspensions increased for all but elementary students. The increase is most pronounced at the high school level suggesting a shift in disciplinary resolutions to less exclusionary practices. 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 2023-24 school year decreased by nearly 2,000 compared to 2022-23 and a decrease of 29% compared to pre-pandemic levels in 2018-19. Of the 23,376 total suspension incidents, 56.4% were out-of-school suspensions, while 43.6% were in-school suspensions. In contrast, during the 2022-23 school year, out-of-school suspensions made up 61.2% of all incidents, while in-school suspensions accounted for 38.8%. This represents a shift toward a greater use of in-school suspensions in the 2023-24 school year. Among all students who were suspended during the 2023-24 school year, 43.4% had only one in-school or out-of-school suspension. Conversely, 56.6% 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 over eight days. As suspension rates increase in middle school, the average duration rises as well, with short-term suspensions approaching three days and long-term suspensions peaking in eighth grade at just over twelve days, with an overall average of just under eleven and a half 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 2023-24

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
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
2020-21**	22,851	443	1.9%	359	1.6%	1,389
2019-20*	23,988	1,096	4.6%	1,262	5.3%	5,181
2018-19	24,397	1,330	5.5%	1,556	6.4%	7,202

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
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
2020-21**	11,325	713	6.3%	989	8.7%	2,900
2019-20*	11,413	1,960	17.2%	2,257	19.8%	12,203
2018-19	11,223	2,160	19.2%	2,429	21.6%	14,203

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
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
2020-21**	15,221	466	3.1%	554	3.6%	1,598
2019-20*	15,301	2,067	13.5%	2,029	13.3%	9,379
2018-19	14,906	2,127	14.3%	2,332	15.6%	11,342

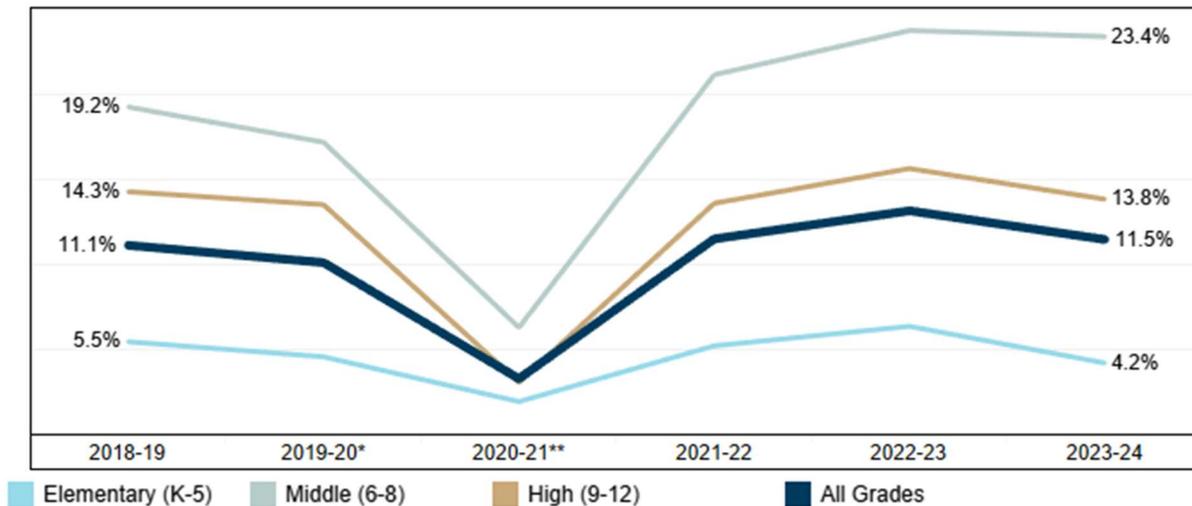
Suspensions: All Grades						
	Student Membership	Unique Students with Out-of-School Suspension	% of Group	Unique Students with In-School Suspension	% of Group	Total Suspension Incidents
2023-24	49,144	5,633	11.5%	4,021	8.2%	23,376
2022-23	49,302	6,483	13.1%	3,856	7.8%	25,118
2021-22	49,009	5,634	11.5%	3,944	8.0%	23,451
2020-21**	49,397	1,622	3.3%	1,902	3.9%	5,887
2019-20*	50,702	5,123	10.1%	5,548	10.9%	26,763
2018-19	50,526	5,617	11.1%	6,317	12.5%	32,747

### Suspension Trends

The following charts 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. Note, typically only a 5-year trend would be presented, but here a 6-year trend is included to allow comparisons to a pre-pandemic school year (i.e., 2018-19) as comparing to 2019-20 – a year shortened by one quarter – could produce misleading findings.

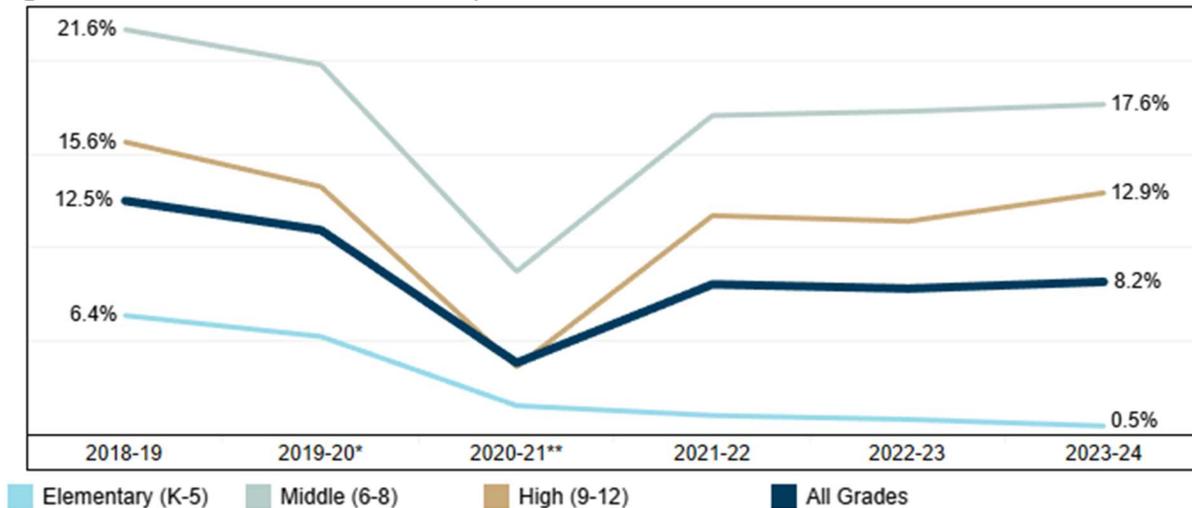
The percentage of students receiving out-of-school suspensions at the district level has risen slightly, from 11.1% in 2018-19 to 11.5% in 2023-24. This increase is most pronounced at the middle school level, where the rate jumped by 4.2%, reaching a six-year high of 23.4% in 2023-24. In contrast, out-of-school suspension rates at the elementary level dropped by 1.3%, and at the high school level, they decreased by 0.5% over the same six-year period. Similarly, the district-wide rate of students receiving in-school suspensions has declined from 12.5% in 2018-19 to 8.2% in 2023-24, a decrease of 4.3%. Middle school students had the highest rates of in-school suspensions over the past six years, but that rate dropped by 4.0% to 17.6% in 2023-24. High school students also saw a decline, with in-school suspensions decreasing by 4.2% to 12.9% over the same period.

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

The table below 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 and 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 an expulsion. At the high school level, 1.6% of students experienced an expulsion in 2023-24. This percentage has remained relatively consistent over the last six years. The rate of expulsions for students in middle school grades decreased to 1.2% in 2023-24 from its 6-year high of 2.0%.

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
2023-24	22,872	0	0.0%	0
2022-23	22,856	0	0.0%	0
2021-22	22,579	0	0.0%	0
2020-21**	22,851	0	0.0%	0
2019-20*	23,988	0	0.0%	0
2018-19	24,397	0	0.0%	0

Expulsions: Grades 6 - 8				
	Student Membership	Unique Students Expelled	% of Group	Total Expulsion Incidents
2023-24	10,857	126	1.2%	131
2022-23	11,041	152	1.4%	156
2021-22	11,448	118	1.0%	128
2020-21**	11,325	14	0.1%	14
2019-20*	11,413	99	0.9%	100
2018-19	11,223	104	0.9%	110

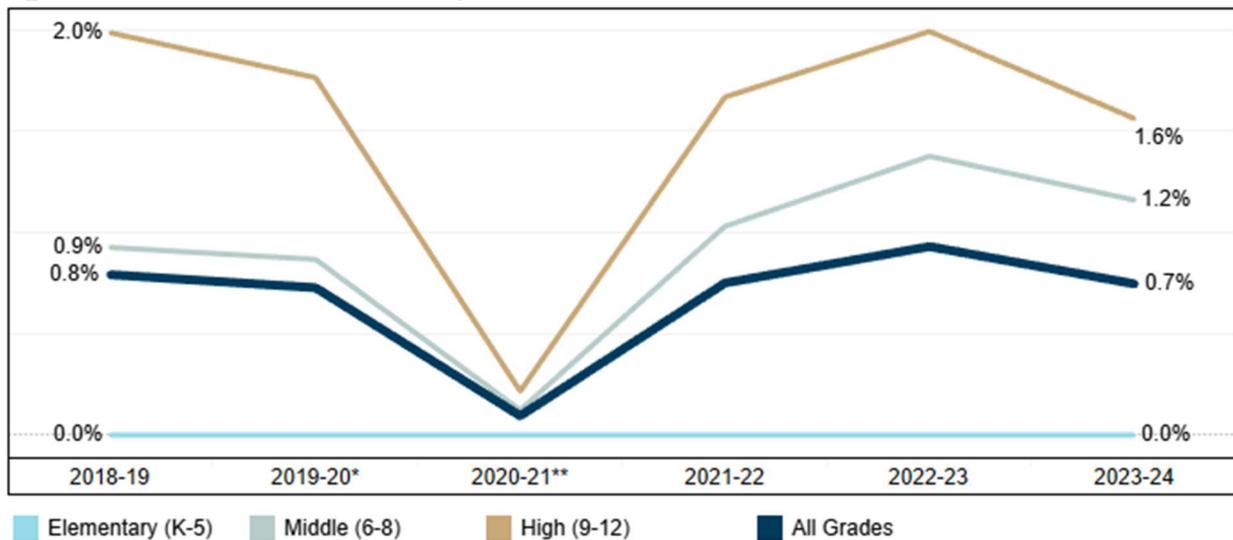
Expulsions: Grades 9 - 12				
	Student Membership	Unique Students Expelled	% of Group	Total Expulsion Incidents
2023-24	15,415	241	1.6%	249
2022-23	15,405	307	2.0%	320
2021-22	14,982	250	1.7%	259
2020-21**	15,221	33	0.2%	33
2019-20*	15,301	270	1.8%	275
2018-19	14,906	296	2.0%	305

Expulsions: All Grades				
	Student Membership	Unique Students Expelled	% of Group	Total Expulsion Incidents
2023-24	49,144	367	0.7%	380
2022-23	49,302	459	0.9%	476
2021-22	49,009	368	0.8%	387
2020-21**	49,397	47	0.1%	47
2019-20*	50,702	369	0.7%	375
2018-19	50,526	400	0.8%	415

### Expulsion Trends

The following chart 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 2022-23 for high school (-0.4%) and middle school (-0.2%), 6-year trend results were more mixed. High School rates declined over the last 6 years by 0.4%, but middle school rates increased by 0.3%. 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

The following tables detail 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. 22.3% of all Black or African American students experienced an out-of-school suspension in 2023-24 followed by American Indian or Alaska Native (18.3%) and students who are two or more races (15.8%). 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): 2023-24											
	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	5,185	22.67%	490	50.9%	9.5%	77	69.4%	1.5%	0	0.0%	0.0%
Asian	1,778	7.77%	19	2.0%	1.1%	3	2.7%	0.2%	0	0.0%	0.0%
White	5,094	22.27%	151	15.7%	3.0%	7	6.3%	0.1%	0	0.0%	0.0%
Hispanic	9,038	39.52%	183	19.0%	2.0%	20	18.0%	0.2%	0	0.0%	0.0%
American Indian or Alaska Native	178	0.78%	12	1.2%	6.7%	0	0.0%	0.0%	0	0.0%	0.0%
Native Hawaiian or Pacific Islander	28	0.12%	3	0.3%	10.7%	0	0.0%	0.0%	0	0.0%	0.0%
Two or More Races	1,571	6.87%	104	10.8%	6.6%	4	3.6%	0.3%	0	0.0%	0.0%

Students Suspended or Expelled by Race/Ethnicity (Grades 6-8): 2023-24											
	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	2,600	23.95%	1,112	43.8%	42.8%	928	48.4%	35.7%	64	50.8%	2.5%
Asian	845	7.78%	97	3.8%	11.5%	62	3.2%	7.3%	3	2.4%	0.4%
White	2,359	21.73%	358	14.1%	15.2%	299	15.6%	12.7%	17	13.5%	0.7%
Hispanic	4,263	39.26%	729	28.7%	17.1%	448	23.4%	10.5%	31	24.6%	0.7%
American Indian or Alaska Native	74	0.68%	24	0.9%	32.4%	14	0.7%	18.9%	2	1.6%	2.7%
Native Hawaiian or Pacific Islander	13	0.12%	4	0.2%	30.8%	3	0.2%	23.1%	0	0.0%	0.0%
Two or More Races	703	6.48%	215	8.5%	30.6%	162	8.5%	23.0%	9	7.1%	1.3%

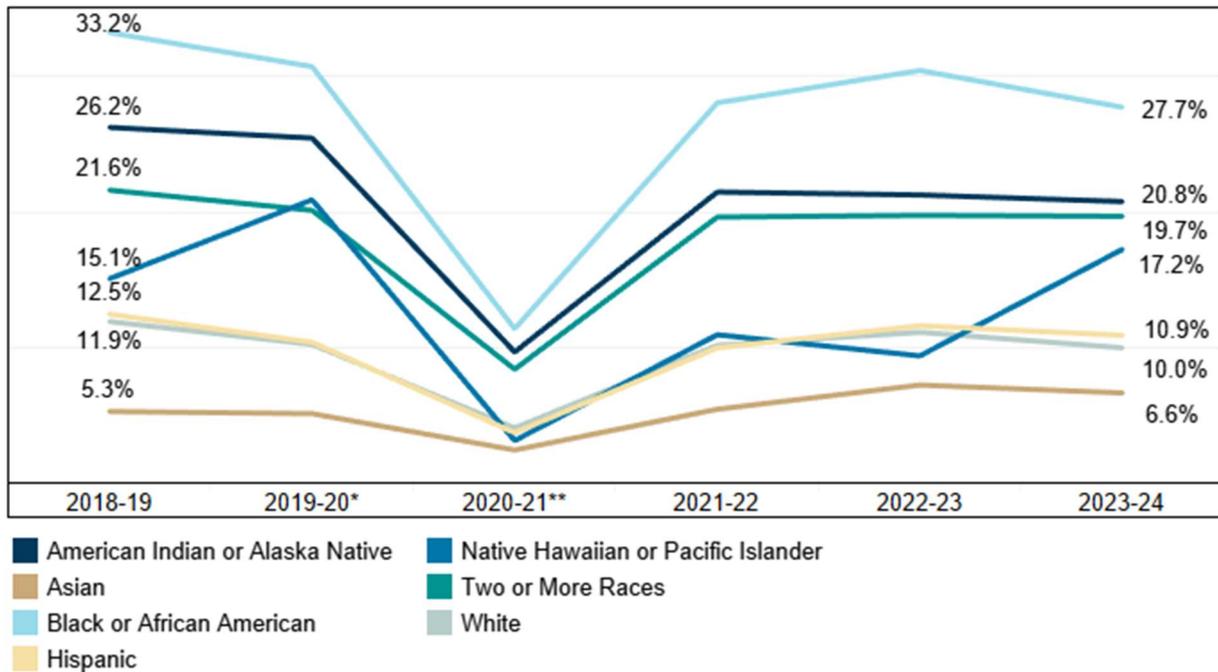
Students Suspended or Expelled by Race/Ethnicity (Grades 9-12): 2023-24											
	Demographic Representation		Unique Students with Out-of-School Suspension (OSS)			Unique Students with In-School Suspension (ISS)			Unique Students Expelled (Exp)		
	N	%	N	% of OSS	% of Group	N	% of ISS	% of Group	N	% of Exp	% of Group
Black or African American	3,774	24.48%	980	46.0%	26.0%	837	42.0%	22.2%	134	55.6%	3.6%
Asian	976	6.33%	50	2.3%	5.1%	59	3.0%	6.0%	15	6.2%	1.5%
White	3,317	21.52%	293	13.7%	8.8%	249	12.5%	7.5%	26	10.8%	0.8%
Hispanic	6,411	41.59%	608	28.5%	9.5%	666	33.4%	10.4%	47	19.5%	0.7%
American Indian or Alaska Native	114	0.74%	31	1.5%	27.2%	24	1.2%	21.1%	1	0.4%	0.9%
Native Hawaiian or Pacific Islander	17	0.11%	2	0.1%	11.8%	1	0.1%	5.9%	0	0.0%	0.0%
Two or More Races	806	5.23%	168	7.9%	20.8%	157	7.9%	19.5%	18	7.5%	2.2%

Students Suspended or Expelled by Race/Ethnicity (All Grades): 2023-24											
	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	11,559	23.52%	2,582	45.8%	22.3%	1,843	45.8%	15.9%	198	54.0%	1.7%
Asian	3,599	7.32%	166	2.9%	4.6%	124	3.1%	3.4%	18	4.9%	0.5%
White	10,770	21.92%	802	14.2%	7.4%	555	13.8%	5.2%	43	11.7%	0.4%
Hispanic	19,712	40.11%	1,520	27.0%	7.7%	1,134	28.2%	5.8%	78	21.3%	0.4%
American Indian or Alaska Native	366	0.74%	67	1.2%	18.3%	38	0.9%	10.4%	3	0.8%	0.8%
Native Hawaiian or Pacific Islander	58	0.12%	9	0.2%	15.5%	4	0.1%	6.9%	0	0.0%	0.0%
Two or More Races	3,080	6.27%	487	8.6%	15.8%	323	8.0%	10.5%	27	7.4%	0.9%

### 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 and Hispanic 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 under seven percent, as well as White and Hispanic students, at around ten percent each.

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 twice as 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 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): 2023-24											
	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	11,628	50.84%	657	68.3%	5.7%	79	71.2%	0.7%	0	0.0%	0.0%
Female	11,244	49.16%	305	31.7%	2.7%	32	28.8%	0.3%	0	0.0%	0.0%
Eligible for Ed. Benefits	16,920	73.98%	836	86.9%	4.9%	99	89.2%	0.6%	0	0.0%	0.0%
No Data & Not Eligible (Ed. Benefits)	5,952	26.02%	126	13.1%	2.1%	12	10.8%	0.2%	0	0.0%	0.0%
Special Education	4,011	17.54%	314	32.6%	7.8%	34	30.6%	0.8%	0	0.0%	0.0%
Not Special Education	18,861	82.46%	671	69.8%	3.6%	80	72.1%	0.4%	0	0.0%	0.0%
English Learner	7,493	32.76%	119	12.4%	1.6%	13	11.7%	0.2%	0	0.0%	0.0%
Not English Learner	15,379	67.24%	843	87.6%	5.5%	98	88.3%	0.6%	0	0.0%	0.0%

Students Suspended or Expelled by Subgroup (Grades 6-8): 2023-24											
	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	5,577	51.37%	1,503	59.2%	26.9%	1,160	60.5%	20.8%	63	50.0%	1.1%
Female	5,280	48.63%	1,036	40.8%	19.6%	756	39.5%	14.3%	63	50.0%	1.2%
Eligible for Ed. Benefits	8,067	74.30%	2,144	84.4%	26.6%	1,621	84.6%	20.1%	112	88.9%	1.4%
No Data & Not Eligible (Ed. Benefits)	2,790	25.70%	395	15.6%	14.2%	295	15.4%	10.6%	14	11.1%	0.5%
Special Education	2,081	19.17%	702	27.6%	33.7%	486	25.4%	23.4%	34	27.0%	1.6%
Not Special Education	8,776	80.83%	1,889	74.4%	21.5%	1,463	76.4%	16.7%	92	73.0%	1.0%
English Learner	1,796	16.54%	313	12.3%	17.4%	204	10.6%	11.4%	15	11.9%	0.8%
Not English Learner	9,061	83.46%	2,226	87.7%	24.6%	1,712	89.4%	18.9%	111	88.1%	1.2%

Students Suspended or Expelled by Subgroup (Grades 9-12): 2023-24											
	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	7,842	50.87%	1,193	56.0%	15.2%	1,155	58.0%	14.7%	132	54.8%	1.7%
Female	7,573	49.13%	939	44.0%	12.4%	838	42.0%	11.1%	109	45.2%	1.4%
Eligible for Ed. Benefits	10,976	71.20%	1,747	81.9%	15.9%	1,617	81.1%	14.7%	207	85.9%	1.9%
No Data & Not Eligible (Ed. Benefits)	4,439	28.80%	385	18.1%	8.7%	376	18.9%	8.5%	34	14.1%	0.8%
Special Education	2,643	17.15%	639	30.0%	24.2%	546	27.4%	20.7%	74	30.7%	2.8%
Not Special Education	12,772	82.85%	1,524	71.5%	11.9%	1,497	75.1%	11.7%	167	69.3%	1.3%
English Learner	2,383	15.46%	260	12.2%	10.9%	267	13.4%	11.2%	26	10.8%	1.1%
Not English Learner	13,032	84.54%	1,872	87.8%	14.4%	1,726	86.6%	13.2%	215	89.2%	1.6%

Students Suspended or Expelled by Subgroup (All Students): 2023-24											
	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	25,047	50.97%	3,353	59.5%	13.4%	2,395	59.6%	9.6%	195	53.1%	0.8%
Female	24,097	49.03%	2,280	40.5%	9.5%	1,626	40.4%	6.7%	172	46.9%	0.7%
Eligible for Ed. Benefits	35,963	73.18%	4,727	83.9%	13.1%	3,338	83.0%	9.3%	319	86.9%	0.9%
No Data & Not Eligible (Ed. Benefits)	13,181	26.82%	906	16.1%	6.9%	683	17.0%	5.2%	48	13.1%	0.4%
Special Education	8,735	17.77%	1,655	29.4%	18.9%	1,067	26.5%	12.2%	108	29.4%	1.2%
Not Special Education	40,409	82.23%	4,084	72.5%	10.1%	3,040	75.6%	7.5%	259	70.6%	0.6%
English Learner	11,672	23.75%	692	12.3%	5.9%	484	12.0%	4.1%	41	11.2%	0.4%
Not English Learner	37,472	76.25%	4,941	87.7%	13.2%	3,537	88.0%	9.4%	326	88.8%	0.9%

## Behaviors Resulting in Suspensions and Expulsions

The following tables 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	194	664	454	1,312
Reckless Behavior	169	696	286	1,151
Insubordination/Non-compliance with behavioral expecta..	84	404	636	1,124
Fighting, Less Serious	339	562	193	1,094

Refusal to Cooperate with School Administrative Staff	48	317	354	719
1A Drug, Possession or Under the Influence	6	306	374	686
Assault, No Injury	147	205	75	427
Disrespectful to Adults/Others	65	227	122	414
Classroom Disruption/Behavior Disruptive to the School ..	106	198	64	368
Threats or Intimidation	64	168	120	352
Assault with Injury (Intentional)	110	132	61	303
Engaging in Verbal Conflict	6	113	119	238
Reckless Behavior Resulting in Personal Injury	60	115	43	218
Tobacco/Vaping, Use of	14	110	88	212
Repeated Violations	46	111	53	210
Misuse of Pass/Out of Area	4	57	136	197
Harassment	22	125	30	177
Failure to Serve		23	130	153
5A Weapon (Other than firearm)	27	68	56	151
Damage to School, Staff, or Student Property	23	51	16	90
Misuse of Computers, Digital Devices or Network	6	74	9	89
Bullying	22	50	11	83
Violation of other Defined School Rules	27	23	32	82
Sexual Harassment	9	47	23	79
Theft	7	38	29	74
Vulgarity/Profanity	11	55	3	69
Truancy		22	39	61
Trespassing		8	46	54
Unauthorized Use of Camera, Video/Recording Device, ..	2	36	16	54
Unlawful Activity		15	38	53
Possession of Non-School Related Item(s)	6	33	1	40
Inappropriate Language	11	23	3	37
Unauthorized Entry		2	31	33
False Alarm/Bomb Threat	1	3	27	31
2A Drug, Selling/Distribution	4	20	6	30
Alcohol, Possession/Use/Under the Influence	1	5	24	30
Public Indecency		9	14	23
Possession of Obscene or Pornographic Literature, Mate..	2	13	1	16
Exposure to Bodily Fluid	3	7	5	15
Arson	2	8	1	11
False Allegations Against Staff	2	5	4	11
Bus Misconduct	1	7	1	9
Bullying Allegation	2	3		5
Alcohol, Selling/Distribution		2		2
Cheating/Plagiarizing		1	1	2
No Behavior Event/Documentation			2	2
Sexual Assault			2	2
Careless Driving			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..	6	577	535	1,118
Truancy		211	703	914
Classroom Disruption/Behavior Disruptive to the School ..	20	683	267	970
Misuse of Pass/Out of Area	2	236	377	615
Disrespectful to Adults/Others	10	402	220	632
Reckless Behavior	27	522	113	662
Excessive Tardies/Hall Sweep		179	331	510
Failure to Serve		26	304	330
Tobacco/Vaping, Use of	1	96	192	289
Inappropriate Language	3	98	39	140
Engaging in Verbal Conflict	2	75	54	131
Vulgarity/Profanity	1	56	27	84
Repeated Violations		81	24	105
Fighting, Less Serious	33	93	20	146
Refusal to Cooperate with School Administrative Staff	2	47	47	96
Misuse of Computers, Digital Devices or Network		52	20	72
Harassment	3	46	15	64
Theft		30	26	56
1A Drug, Possession or Under the Influence		20	22	42
Unauthorized Use of Camera, Video/Recording Device, ..		30	7	37
Assault, No Injury	7	34	9	50
Bullying	4	28	11	43
Damage to School, Staff, or Student Property	2	29	18	49
Violation of other Defined School Rules		10	16	26
Reckless Behavior Resulting in Personal Injury	3	19	5	27
Possession of Non-School Related Item(s)		16	3	19
Threats or Intimidation	3	11	8	22
Unauthorized Entry			16	16
No Behavior Event/Documentation		5	4	9
Sexual Harassment		4	4	8
Fighting, Serious	4	6		10
Cheating/Plagiarizing		4	6	10
Assault with Injury (Intentional)	6	2	3	11
Absences Excessive		1	3	4
Bus Misconduct	1	9		10
Bullying Allegation	1	6	1	8
Careless Driving			2	2
Trespassing		2	2	4
Exposure to Bodily Fluid		1		1
5A Weapon (Other than firearm)			1	1
False Alarm/Bomb Threat			3	3

False Allegations Against Staff	1	3	1	5
Inappropriate Clothing			3	3
Public Indecency		1		1
2A Drug, Selling/Distribution			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)		48	94	142
5A Weapon (Other than firearm)		18	49	67
Fighting, Serious		17	36	53
Threats or Intimidation		8	23	31
Reckless Behavior Resulting in Personal Injury		15	24	39
2A Drug, Selling/Distribution		13	10	23
Unlawful Activity		5	2	7
Sexual Harassment		2	2	4
Repeated Violations		1		1
Arson			1	1
Reckless Behavior		2	2	4
Unauthorized Entry			1	1
3A Firearm			2	2
False Alarm/Bomb Threat			1	1
1A Drug, Possession or Under the Influence		1	1	2

## 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 66 in the 2018-19 school year. During the 2023-24 school year, there were 25 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 a hearing is conducted; 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
2023-24	22,872	1	0.0%
2022-23	22,856	0	0.0%
2021-22	22,579	1	0.0%
2020-21**	22,851	0	0.0%
2019-20*	23,988	3	0.0%
2018-19	24,397	2	0.0%

Reassignments: 6 - 8			
	Student Membership	Unique Students with Reassignment	% of Group
2023-24	10,857	17	0.2%
2022-23	11,041	33	0.3%
2021-22	11,448	24	0.2%
2020-21**	11,325	0	0.0%
2019-20*	11,413	32	0.3%
2018-19	11,223	37	0.3%

Reassignments: 9 - 12			
	Student Membership	Unique Students with Reassignment	% of Group
2023-24	15,415	7	0.0%
2022-23	15,405	12	0.1%
2021-22	14,982	6	0.0%
2020-21**	15,221	1	0.0%
2019-20*	15,301	11	0.1%
2018-19	14,906	27	0.2%

Reassignments: All Grades			
	Student Membership	Unique Students with Reassignment	% of Group
2023-24	49,144	25	0.1%
2022-23	49,302	45	0.1%
2021-22	49,009	31	0.1%
2020-21**	49,397	1	0.0%
2019-20*	50,702	46	0.1%
2018-19	50,526	66	0.1%

*\*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 the 2023-24. This reduction is present when compared to the previous school year and to the 2018-19 school year at most school levels. Only the use of in-school suspensions shows an increase in use during the 2023-24 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 2018-19 school year. The level of behavioral events remains stable with only level 2 behaviors like excessive absence or tardiness, reckless behavior, or refusal to cooperate, 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.