Educational Service Unit No. 19
Annual Report 2025–2026

3215 Cuming Street Omaha, Nebraska 68131-2024

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Introduction

The purpose of the Annual Report is to provide information on the programs and services administered within the Educational Service Unit No. 19. In 2025-26, ESU No. 19 served:

- 51,697 Students
- 87 Public Schools
- 8 Additional Programs
- 4,074 Teachers, Principals, and Classroom Support Staff
- 2,218 Other Student Support Staff

A variety of Technology, Media, Professional Development and Administrative Services were made available to the schools and central office departments.

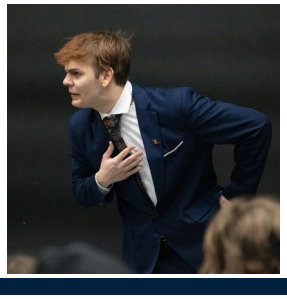
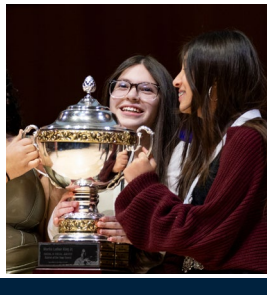
Our Mission

The mission of ESU No. 19 is to partner with Omaha Public Schools to provide innovative and quality educational services to enhance the educational opportunities which enable all students to achieve their highest potential. Contracted and core services in the area of professional development, media technology, special education and information technology support the diverse needs of Omaha Public Schools.

Our Guiding Principles

- Safe, Healthy and Engaged Students
- High Expectations, Rigorous Curriculum and Effective Instruction
- Committed, Diverse and Effective Teachers, Administrators, and Staff
- Equitable and Efficient Systems and Resources
- Engaged and Empowered Parents and Families
- Involved and Supportive Community Partners
- Accessible, Transparent, and Two-Way Communication



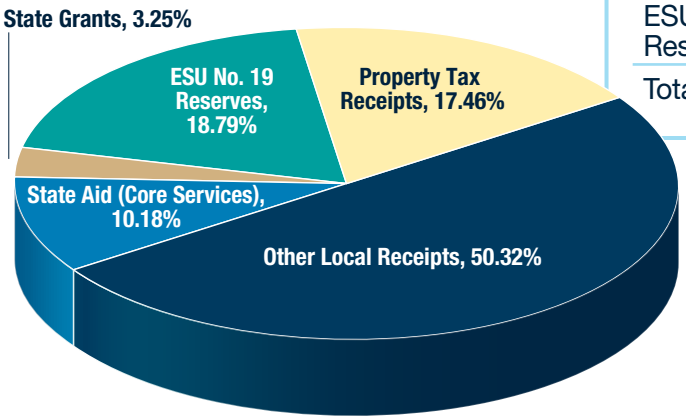




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ACCOUNTING AND FINANCE

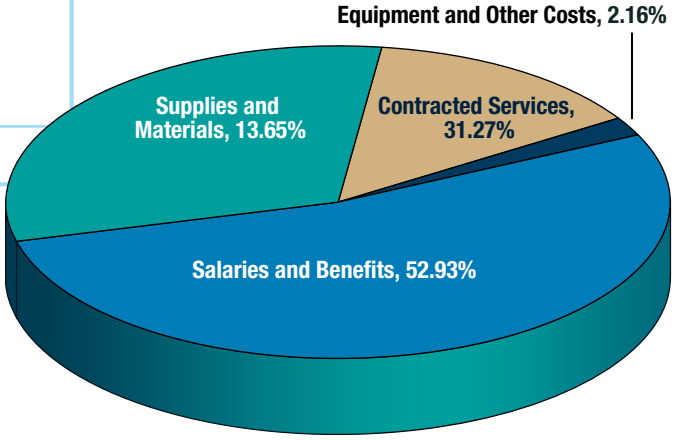
2025-2026 ESU No. 19 Revenue

Revenue Source	2025-26 Budget	% of Budget
State Aid (Core Services)	$3,136,327	10.18%
Property Tax Receipts	$5,377,862	17.46%
Other Local Receipts	$15,500,000	50.32%
State Grant Receipts	$1,000,000	3.25%
ESU No. 19 General Fund Reserves	$5,785,811	18.79%
Total ESU No. 19 Revenue	$30,800,000	100.00%



2025-26 ESU No. 19 Expenditures

Expenditures	2025-26 Budget	% of Budget
Salaries and Benefits	$16,301,395	52.93%
Contracted Services	$9,630,244	31.27%
Supplies and Materials	$4,203,575	13.65%
Equipment and Other Costs	$644,786	2.16%
Total ESU No. 19 Expenses	$30,800,000	100%



2025-26 ESU No. 19 Property Tax Request

	2024-25 Property Tax Levy	2025-26 Property Tax Request	2025-26 Proposed Tax Levy
ESU No. 19	$0.015	$5,431,640	$0.015
Total	$0.015	$5,431,640	$0.015

Property Valuation		$36,210,937,346
Valuation Change		$1,808,814,922
Valuation % Change		5.25%

OFFICE OF PROFESSIONAL LEARNING AND DEVELOPMENT

The Office of Professional Learning and Development (PL&D) creates, promotes, and fosters individual, school, department, and systems-level effectiveness by designing and supporting high-quality professional learning opportunities for educators and employees throughout ESU No. 19. Professional learning is aligned with district priorities and designed to strengthen individual practice, collective capacity, organizational effectiveness, and outcomes for students.

Goals

- Create, promote, and foster professional learning and development that values diversity, continuous growth, collaboration, and meaningful learning opportunities for all educators and employees.
- Provide professional learning and development opportunities that enhance knowledge, develop skills, strengthen professional practice, and increase individual, school, department, and organizational effectiveness.
- Build coherent systems of professional learning that are aligned with district priorities, responsive to identified needs, and focused on improved outcomes for students.
- Support continuous improvement through reflection, feedback, evaluation, and the use of data to inform professional learning design and implementation.

During the 2025–26 school year, ESU No. 19 provided individual, school-based, department-based, and districtwide professional learning opportunities. Learning priorities were informed by the OPS Strategic Plan of Action, student achievement data, employee and organizational needs, and district improvement priorities. Professional learning was designed to strengthen individual practice, collective capacity, organizational effectiveness, and outcomes for students. Professional learning and development included the following major areas:

Leadership Development

- Principal Leading and Learning Institute
- Aspiring Principals Program
- LAUNCH Leadership Development
- Superintendent Internship Experiences
- Leadership pipeline and development opportunities

Educator and Employee Development

- New Teacher Institute and New Educator Supports
- Para to Teacher Career Ladder
- Science of Reading Professional Learning
- Spanish Immersion Classes
- Accelerating Teacher Learning
- Classroom Behavior Management
- CADRE
- Paraprofessional Professional Learning
- Role-Aligned Professional Learning Pathways

Science of Reading professional learning represents a significant districtwide investment in strengthening literacy instruction and supporting improved student outcomes. Professional learning has included cohort-based learning, differentiated support by grade level and role, and connections to related instructional practices and resources. This work supports the district's broader focus on literacy achievement and the development of coherent instructional practices across schools.

Districtwide, School-Based, and Department-Based Professional Learning

- District Professional Development Days
- District Articulation Day
- District Curriculum Day
- School Improvement Days
- Job-Embedded Professional Learning
- Continuous School Improvement and Rapid Cycles of Improvement
- School- and Department-Based Professional Learning Support
- Partnership-Based Professional Learning

Districtwide and job-embedded professional learning emphasized several common areas of practice across schools and departments, including:

Progress Monitoring — strengthening the use of timely evidence of student learning to inform instructional decisions, determine next steps, and support responsive intervention and enrichment.

Finding Evidence for and Analyzing Grade-Level Student Tasks — supporting educators and teams in examining grade-level tasks and student work for evidence of standards alignment, rigor, student thinking, and instructional effectiveness.

Maintaining Highly Effective Teams — strengthening collaborative structures, shared responsibility, collective problem-solving, and the use of evidence to support continuous improvement.

Continuous School Improvement and Rapid Cycles of Improvement — supporting schools in using job-embedded professional learning to identify areas of need, implement targeted strategies, examine evidence of impact, reflect on results, and make timely adjustments to practice.

These areas provide common threads across professional learning while allowing the specific application to be differentiated by grade level, content area, role, department, school priorities, and identified needs.

Professional learning pathways are increasingly differentiated by employee role, grade level, content area, professional responsibilities, and identified needs. This approach allows districtwide learning priorities to be addressed while providing employees with learning experiences that are relevant to their roles and responsibilities.

Job-embedded professional learning provides an important connection between district priorities and the daily work of schools. PL&D supports schools in connecting professional learning to Continuous School Improvement efforts and using Rapid Cycles of Improvement to move from learning to implementation, examination of evidence, reflection, and refinement. This approach positions professional learning as an ongoing component of school improvement rather than as a series of isolated learning events.

Professional Learning Systems and Infrastructure

- Professional Learning Governance and Quality Review
- Professional Learning Evaluation and Continuous Improvement
- Strategic Professional Learning Alignment
- Department Professional Learning Alignment and Long-Range Planning
- Facilitator Development Network (FDN)
- Canvas-Supported Professional Learning and Digital Learning Infrastructure

The Office of Professional Learning and Development supports systems for reviewing, coordinating, aligning, and evaluating professional learning across the district. During the year, PL&D continued its department alignment work, partnering with district departments to examine current learning structures, identify priorities and redundancies, develop long-range professional learning plans, and create more coherent role-specific learning experiences.

This alignment work has also helped identify common professional learning priorities across departments, including progress monitoring, finding evidence for and analyzing grade-level student tasks, and maintaining highly effective teams. Establishing these common areas of focus creates stronger connections across departments while allowing each area to design learning that is relevant to its specific responsibilities and audiences.

The Facilitator Development Network (FDN) further supports this work by developing the capacity of staff who design and facilitate professional learning across departments. FDN provides common learning around effective adult learning, professional learning design, the OPS Guiding Principles of Professional Learning, and strategies for creating aligned, engaging, and effective learning experiences.

Professional Learning and Development also support structures for reviewing and evaluating professional learning opportunities across the district. These processes help ensure learning experiences are aligned with district priorities, meet established expectations for high-quality professional learning, and are continuously improved through participant feedback, implementation data, and identified needs.

ESU No. 19 provides professional learning through a flexible combination of in-person, virtual, synchronous, asynchronous, school-based, job-embedded, and districtwide learning experiences. Professional learning is differentiated by role and need and is increasingly supported through Canvas to provide consistent access, navigation, resources, and learning records.

PRINTING AND PUBLICATIONS

Did you know that Printing & Publications completed **3,660 orders during the last fiscal year?** Behind every order is a team dedicated to helping schools and departments bring their ideas to life, whether through printed materials, publications, signage, training documents, or special projects.

Today, the department is focused on more than producing quality printed materials. Printing & Publications is actively **reimagining the customer experience,** improving how customers request services, receive updates, and interact with our team. We are also developing clear and consistent pricing models that provide transparency and help departments plan their budgets with confidence.

As the district's printing needs continue to evolve, Printing & Publications remains committed to delivering outstanding service, quality, and value.

SPECIAL EDUCATION

Improving Learning for Children with Disabilities

Building Inclusive Communities

- Providing on-site consultation and coaching to support inclusive practices and ensure students are educated in the least restrictive environment.
- Assisting schools in welcoming and supporting all students with disabilities and their families.

Strengthening Staff Knowledge and Capacity

- Developing and delivering professional learning for all educators, services providers and support staff.
- Utilizing participant feedback to guide and design future training opportunities.

Providing Resources and Technical Assistance

- Maintaining clear communication through handbooks and guidance documents for administrators, special education staff and service providers
- Offering technical assistance and direct support to parents through the ESU No. 19 Parent Hotline

Partnering with Families, Schools and Community Partners

- Strengthening collaboration with building administrators and staff to align special education services with school improvement goals.
- Engaging community partnerships to provide direct support to families and communities with resources and assistance.

MEDIA TECHNOLOGY

Media Technology Center

The Media Technology Center is an invaluable resources to teachers, staff, and the broader ESU No. 19 Community. MTC staff members continue to support in the Production Room creating custom displays for bulletin boards and classrooms as well as providing a wide range of other curriculum resources.

User Support Team

The User Support Team maintains over 130,000 devices in the District. School Building Technical Support staff work with school teams on their device distribution and maintenance plans. The Mobile Device Management Team works with software that allows for centralized management, control, and tracking of all devices. Student and staff profiles are created and maintained to allow for the appropriate level of controls to be in place for proper device configurations, network security settings, and the deployment of necessary instructional applications.

Help Desk and Student Information System teams support the rostering and configuring of over 210 different applications that are deployed for students and staff to use. The same team ensures the proper integrations for account creation and access using a more automated process with API integrations across systems.

Our technology training team supports staff and students both in buildings and remotely. Trainers plan and deliver content that helps staff better understand the possibilities with their district-issued devices. The technology training team also supports the Digital Learning Leader program, empowering building leaders to share their technical knowledge with other staff.

IMS TECHNICAL SUPPORT

IMS Technical Support staff provides technology support for various systems and services throughout the District.

Application Support

These teams focus on the District's core applications, data, software maintenance & development (security, enhancements, upgrades/updates).

The Application Support teams include:

- App Development/BI Team - Tableau Administration; Dashboard & Data Visualizations; Staff & Financial State Reporting, K2 Forms & Custom Applications (230 Dashboard, 5500 Users, 275 Forms & Application Pages Created)
- FIS/HR Systems Team – PeopleSoft Administration; FIS, HR, & Portal; PeopleSoft Tools upgraded

allowing new functionality to be used; Insurance Benefit Statements updated to generate email of an enrollee's choices for their verification; all payroll types can now be direct deposited if an account is present

- Student Focused – Data Management – Student History Archive; OPS Data Mart
- Student Data Information Systems Team – Infinite Campus Administration; Next Level Learning Support; Finalsite Support; Digital Learning Application Support through Clever, Curriculum Resource Support

Network Support

These teams focus on the District's core network and connectivity needs.

The Network Support teams include:

- Data Center Management (Servers, Storage, Backups, Camera Archives)
- E-Rate Support (Funding Year 2022 – 90% Discount – $657,224 Savings - Network Data Circuits and 85% Discount – $1,645,112 Savings - Network Equipment)
- Microsoft Support (9,502 Staff Users, 15,000+ AD Groups, 78,000 Active Mailboxes, Multiple eDiscovery Requests
- Network Access & Security Support (Endpoint Production of 15,000+, Malware Incidents Managed, Implementation & Support of ISE - Cisco Identity Services Engine)
- Network Services - Wired & Wireless (Support 105+ Sites, 450+ Network Closets, 1,675+ Network Switches, 40,000 Wireless Clients, 5,200 APs, and 11 Digital Signage Devices)
- VoIP Services & Phone Support (7,642 Phones, 97 Servers & Routers, 5,778 Voice Mailboxes, 798 Analog Lines for Fire Alarms, Elevators, Security, and Pools, 129 Buildings Supported, 276 RightFax Users, 44,122 Minutes of Usage Time)
- Web Infrastructure Support (SharePoint IMS Managed Sites (98 School & Program; 43 Department)
- Web Server Environment, Certificate Management)

Production Support

These teams include:

- Data Collection & Printing with a focus on scan projects & data sensitive printing
- Records Management with the responsibility of tracking technology purchases & services (WiFi)