



one91
Burnsville · Eagan · Savage

Listen & Learn
Valuing Community Voices
Jan. 22, 2026

Listen & Learn

Agenda

- Outcomes
- Background
- Session Timeline & Structure
- Learnings
- Discern, Declare and Act

Outcomes

By the end of this presentation, I will:

- Share a summary of the Listen & Learn sessions conducted so far;
- Share the major themes that arose from staff and community members; and
- Outline how we will respond to what I learned, both immediately and in the long-term.

Background

First steps of transition Plan

- Get to know the community & district
- Identify patterns in strengths and opportunities

Five Areas of Priority

Upon transitioning as Superintendent of District 191, I will focus on these five priority areas in the first 100 days:

1. Teaching and Learning
2. Climate and Culture
3. Operations and Management
4. Collaborative and Inclusive Leadership
5. Community Partnerships and Engagement



Timeline & Structure

- Staff sessions
 - All-Staff Welcome Back
 - Employee groups by role
 - Open meetings
- Community sessions
 - Open meetings in community locations
 - Cultural & advocacy groups
- More still scheduled



Timeline & Structure

- Timeline
 - Phase 1: October 2025 through January 2026
 - Phase 2: February 2026 through April 2026
- Participation in Phase 1
 - More than 150 staff members at open sessions
 - Teachers, Principals, EAs, APs, Deans, Cultural Liaisons
 - About 20 community members at open sessions, plus ...
 - AIPAC, Senior Center
 - Somali & Hispanic family meetings later this month
 - 249 online form responses

Timeline & Structure

Prompts

- What are you most proud of in District 191?
- What opportunities do we have - or what challenges do we face - in becoming a shining star?
- What support is needed?

Session norm

- What's said here should stay here. Speakers should feel free to be candid, knowing that the information is to provide insight to Dr. Daniels, and will not be used in any other way by any attendee.

Learnings

Points of Pride

- Diversity & Equity Leadership
- Inclusive Community
- Passionate Staff
- Partnerships
- Pathways



Learnings

“ *I'm proud of how we've embraced diversity and how we're intentional about including different cultures.*
- Parent

“ *What I'm most proud of in District 191 is the strong commitment to equity, student voice, and community partnership creating spaces where every student feels seen, supported, and able to thrive.*

- Staff member

“ *Our district offers so many opportunities to our students, CIS, Pathways. The Senior Center has been amazing for my retired mother. So many amazing, dedicated staff.*

- Staff member

Learnings

Opportunities

- **Clarity**
 - District Priorities
 - Specific Systems
- **Culture and Climate**
 - Student Behavior
 - Staff Beliefs and Behaviors



Learnings

“ We need clarity and direction around our vision for equity. We need to be more strategic and have more support.

- Staff member

“ District 191 has incredible potential to shine through stronger alignment, collaboration, and shared accountability. Our staff are deeply committed to students, and when supported by clear systems, communication, and leadership direction, that commitment becomes powerful.

- Staff member

“ The structure for responding to students is not clear. The procedures are not explained. We need explicit instructions, especially for new staff.

- Staff member

Learnings

Opportunities

- **Communication**
 - Engagement & Follow-Through
- **Safety**
 - Facilities
- **Student Supports**
 - Instruction
 - Intervention
 - Special Education



Learnings

“ *Communication is siloed and not disseminated to interested, related, or partnering parties ... there was a plan worked out for offices without speakers to know [when an incident happens], yet I had heard nothing last year.*

- Staff member

“ *There's too much variability in the process [for providing student supports].*

- Staff member

“ *Out at the playground there is no fence around the inclusive playground. I have seen students run into the parking lot on more than one occasion.*

- Staff member

Learnings

Opportunities from Community

- Reputation
- Student behavior
- Student needs



Learnings

“ *More support and inclusion, especially for students who are non-speaking or physically impaired.*

- Parent

“ *There's a stigma. There's pressure from neighbors to choose to open enroll. I heard it's 'rough' but was never told what that means.*

- Parent who plans to bring her children back to One91

“ *Students in the hall which could be solved by presence in the halls pushing students to class and incentivizing positive behaviors.*

- Parent

Discern & Act

Declarations

- We will provide **safe** and **supportive** learning environments where students and staff can thrive together.
- We will cultivate a **culture** grounded in high expectations and mutual respect for all.
- We will **communicate** in ways that actively engage stakeholders in decision-making and promote **clarity**.
- We will provide **aligned**, engaging and high quality instruction and programming that supports the success of every student.
- We will **support** students who benefit from specialized supports in ways that are both appropriate and effective.

Discern & Act

Immediate actions

- Identify and Share Priorities (Clarity, Communication)
- Provide Fencing for School Playgrounds (Safety)
- Build Systems for Positive Student Behaviors (Culture, Clarity)
- Improve Structures for Instruction and Special Education (Student Supports)

Discern & Act

Long-term actions

- Strategic Action Planning (Clarity, Alignment)
- Facilities Review & Plan (Safety)
- Shift Staff Mindset, Public Reputation (Culture, Communication)

Discern & Act

Next Steps



- Communicate Phase 1 Learnings to Faculty and Staff
- Engage Student Voice
- Present Phase 2 Data in the Spring

**BELIEVE
BELONG
BUILD
BECOME**

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