

Special Meeting/Work Session

Tuesday, March 25, 2025 5:30 PM

NES Library, 1057 E 5th Ave, Nome, Alaska 99762

A. Call to Order: Special Meeting

1. Pledge of Allegiance
2. Nome Public Schools Mission Statement
3. Roll Call
4. Approval of Agenda

B. Opportunity for Public Comments on Agenda/Non-agenda Items (3 minutes per speaker, 30 minutes aggregate)

C. Action Item

1. Approval of ANSEP Acceleration Academy

D. Board and Superintendent's Comments

E. Adjournment

F. Call to Order: Work Session

G. Items for Discussion

1. Portrait of a Graduate/Strategic Planning Process

H. Upcoming Events:

- Thursday, March 27, Special Meeting, 5:30 pm, District Office Conference Room
- Tuesday, April 8, Regular Meeting, 5:30 pm, NES Library/Zoom
- Monday, April 14, Joint School Board and City Council Budget Work Session, 5:30 pm, City Hall
- Tuesday, April 22, Work Session, 5:30 pm, NES Library
- Tuesday, May 13, Regular Meeting, 5:30 pm, NES Library/Zoom
- Tuesday, May 27, Work Session, 5:30 pm, NES Library
- Tuesday, June 10, Regular Meeting, 5:30 pm, NES Library/Zoom

I. Adjournment

Pledge of Allegiance

Allegiance

(I promise)

Kamaksriġmik akiqsruutmik

(to give)

to the flag

(of our land)

aituġaa illalitaanunapta

United States of America.

(here)

and to

(to) the republic

Ittuaq taavrumunā nunamun

one

nation

under

God

atausiq nuna ataani Agaiyutim

indivisible

with liberty

avgutaulġuituaq pituiqsimaatiq

and justice

for all

atisipġuni illuqnaitnun.



Our Mission

We inspire and empower students to be culturally grounded responsible citizens who are deeply connected to our community and world.

Our Vision

Together, strong in identity, purpose, potential

Board and Superintendent Guiding Principles

- ◆ Works to ensure academic success for all students
- ◆ Works to promote positive community partnerships
- ◆ Provides leadership and support to ensure reading proficiency by 3rd Grade
- ◆ Supports the recruitment and retention of effective staff

Board and Superintendent Goals

- ◆ Provide the resources for the development and adoption of curriculum as per Board Policy (BP 6141).
- ◆ Support the integration of a student's culture in the curriculum within the context of the community through implementation of the Alaska standards for culturally responsive schools.
- ◆ Work to ensure all students feel connected to their peers and the adults in their schools by improving school climate.

SCHOOL BOARD COMMUNICATION

Title: Approval of ANSEP Acceleration Academy

Date: March 24, 2025

Administrator: Jamie Burgess, Superintendent

Attachments:

☒	Action Needed	☐	For Discussion	☐	Information	☐	Other
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BACKGROUND INFORMATION

The NPS School Board, NBMHS site administration, a parent group and district administration have had discussion with University of Alaska ANSEP program leadership with regards to bringing an ANSEP Acceleration Academy to the Beltz campus. We would like to thank the parent group and various community organizations who have worked to gather funding to make the program cost-neutral for NPS.

The general consensus is that the program would offer expanded dual-enrollment opportunities for our students and potentially be a draw for families outside the District, or who might otherwise seek homeschooling.

The District recognizes that impacts to enrollment in Beltz classes are as yet unknown, and pledges to work to ensure students who do not choose to enroll in ANSEP would still have access to higher level core courses.

There are still logistical considerations to work out, but the administration believes these can be taken care of in the next few months. Therefore, the administration would support implementation of ANSEP Acceleration Academy at the Beltz campus for the 2025-2026 school year.

ADMINISTRATIVE RECOMMENDATION

The administration recommends approval of the implementation of ANSEP Acceleration Academy at the Beltz campus for the 2025-2026 school year.

Sample Motion: I move to approve the implementation of ANSEP Acceleration Academy at the Beltz campus for the 2025-2026 school year.



**Association of Alaska School Boards
Nome Public Schools Portrait of a Graduate
Proposal/Scope of Work**

Phases 1-4 of the Portrait of a Graduate

Phase	Description	Deliverables	Who	Time Frame
1	Structures & Scope	• MOA • Teams IDed • Info collection plan • Project schedule	Superintendent * School leadership, *School board, *Family Advisory Committee	Jan - Feb 2025
2	Essential Questions & Audience	• Finalize survey • Community meeting plan • Data collected & formatted	* Steering Committee (SC) - (Board members, Family Advisory Committee)	Feb - March 2025
3	Gather & Co-create	• Distribute survey • Refine agenda • Host conversations • Harvest (report)	*SC, Families, Students, Staff, School Board, & Community	March - May 2025
4	Final Portrait and Key Competencies	• Follow-up meetings to refine • Portrait for review • Hand off to to Board & Bridging team	SC & small teams	June - Sept 2025



Phase 5-7 The strategic planning process would follow AASB's standard strategic planning and action planning steps. The NPS Portrait of a Graduate would be used as one of the primary documents for input prior to setting goals and outcomes. It would also be used for any action planning.

- Phase 5: Strategic and Action Planning (Fall 2025 - January 2026)
Family Playbook - Family Bridging Competencies
- Phase 6: Measurement, Data, and Tracking (February-March 2026)
- Phase 7: Strategic Plan and Final Document Development

Scope of Work: Detailed Timeline and Activity Description Phases 1-7

Phase 1: Establishing the Structure and Readjusting the Scope

Purpose: To develop consensus on the final products and develop a shared vision or the horizon we are working towards. (January-February)

Activity 1: Develop on MOA addendum

Activity 2: Preparation Meetings with Super, Leadership Team, School Board, Family Advisory Group.* Determine what needs to be in the final product.

Activity 3: Identify teams, including family advisory committee and stakeholders for each phase of this project.

Activity 4: Preparation for Feedback Gathering (gather input from a few stakeholders on information collection strategies and finalize)

Estimated Hours: 8-12 hours (depending on Family Advisory Group support)

* required for AFEC use

Phase 2: Develop Essential Questions to Answer and Determine Setting and Audience



Purpose: To understand the information we will collect, to identify the correct tools for collection, and the best framing for these data collection activities and conversations. (February- March)

Activity 1: Develop Questions and Develop Surveys and Social Media Input (Examples)

- What do students need to be prepared for life after high school?
- What traits, skills, and mindsets do students need to be successful, regardless of their career or life path?
- How can NPS, families, and partners work together to ensure each student leaves with the skills and experiences they need to be prepared?
- What are some key practices that our students, families, schools and communities will need to have in place to ensure we have supported and prepared graduates
- What elements of the current system could be improved or changed to help develop these skills and attributes in all students?

Estimated Hours: 3 hours for development, review, and compiling results visually for in-person conversations.

Activity 2: Develop agenda and flow for the in-person meeting and virtual input sessions.

- Grounding in the Values and Portrait Model
- Review of Data and Stories
- Reflection and Input Session Example Questions for Surveys, Polls, or In-Person
 - * How are we currently preparing graduates? What is the horizon we are working towards?
 - * What did survey respondents say that students need to be prepared for life after high school? What themes do you see? What else is missing?
 - * How can NPS, families, and partners work together to ensure each student leaves with the skills and experiences they need to be prepared? What will they need to continue



doing and what new practices or approaches will be needed?

- * What are some key practices that our students, families, schools and communities will need to have in place to ensure we have supported and prepared graduates

- * What are some of the I can statement you would want to see?

- Review flow and agenda with key planning team in Nome

Estimated Hours: 8 hours to compile stories and data (2 staff)

Activity 3: Develop questions for staff, families and students about specific skills, competencies. Preparation for staff conversations.

Estimated: 4 hours

Phase 3: Gather and Co-create

Purpose: This phase is designed to gather input from the community, families, students, staff, and other stakeholders. This will be the primary input for the Portrait and key student and family skills.

Activity 1: Use the questions to promote and distribute a survey. Compile results for review of key stakeholders (**March**)

Estimated: 2 hours

Activity 2: Use the designed agenda to consolidate and provide more detailed clarification (**March- April**)

Estimated: 2.5 days

Optional Activity 3: Youth art and leadership project - portrait of a graduate from students using art or activities. This could also be completed in advance of the community meetings so stakeholders can see students points of view when providing input.



Estimated: 1 - 4 days depending on scope and facilitation needs

Activity 4: Provide a report synthesizing the themes that come out of the input sessions to do another round of clarification. Setting the near horizon approaches needed. **(April- May)**

Estimated: 1.5 days

Activity 5: Host additional input session on specific areas with key staff and key stakeholders for the narrow focus areas **(May or August)**

Estimated: 2.5 days

Example:

Post-secondary Skills and Competencies (7)

This could include:

- I Can statement or Bridging Competencies (staff and key partner)
- Family Graduate Support Competencies
- Family Bridging Plan with Key District and School/Site Strategies (this would be school-based planning)****

***This will be required for AFEC funding use

Phase 4: Final Portrait:

Purpose: This is to develop consensus on the elements in the final portrait document.

Activity 1: Develop an example Table of Contents (content would be slightly altered based on board planning and input)

Example:

1. Overview of a Nome Public School Graduate
2. Demographics and Schools with NPS
3. Graphic and description of 3-7 key areas of Graduate
4. Key Values of NPS that will help each graduate achieve



5. Key learning and instructional strategies that will inform all student experiences.
6. "I can" students' statements - core competencies & family playbook **(September 2025)**
7. School commitments and milestones to support the graduate **(this may be a part of the strategic plan and added later).**

Estimated: 4.5 days without a strategic plan

YEAR 2 (2025-26 school year)

Phase 5: Strategic Plan

Purpose: To build on and develop strategic priorities based on the NPS Graduate Document and gets input on what the school district can do to support this to form 3-5-year plan)

Activity 1: School Board and Family Advisory Board Preparation (AASB virtual facilitation) **(September-October)**

Estimated: 2 hours

Activity 2: Community Input and Plan Development (approximately 40 people) (AASB facilitated in-person) **(November - December 2025)**. This will identify key goals or priority areas for NPS Board and District.

Estimated: 2.5 days

Activity 3: District and site-based alignment and action planning including:

- Objectives
- approaches or strategies
- identifying key structures or approaches to keep or change

(virtual introduction, self-directed activity, and AASB in-person) **(January - March 2026)**



Estimated: 2.5 days, fewer days if it is only with the leadership team and not site-based.

Phase 6: Measurement, Data, and Tracking traits of a graduate

Purpose: Develop key measurables and a dashboard for measuring progress on the NPS Portrait and Strategic Plan Goals.

(February-April 2026)

Activity 1: AASB evaluation team will compile measure options and share with the NPS Board and family council.

Activity 2: Provide an example dashboard or snapshot report

Estimated: 2-3 Days

Phase 7: Draft Plan Review (March-April 2026) and Final Plan

Purpose: To develop a draft and final Portrait of a Graduate and NPS Strategic Plan. These documents should be able to be combined and to stand alone. (May 2026)

Activity 1: AASB sends out plan for feedback

Activity 2: AASB has conversations with the Board and Key District staff to determine final edits.

Activity 3: Finalizing site-based action steps

Estimated: 2.5 days (This could be shortened if the concrete site-based action steps are not completed by AASB, but our experience is that it is often successful to include this in the process).

Activity 4: Provide combined and separate documents for a portrait and the NPS strategic plan. This is the final deliverable.

The final plan will be approximately 15 pages with a two-page visual pull out that can be used for press releases and slide shows on the NPS Portrait of A



Graduate core characteristics or themes. Additional content will require additional staff inputs and time allocation.

Optional add ons:

Other options can include (additional time commitment will be included):

- Podcast or radio segment coverage
- Video of students, board, and stakeholders on process and vision
- Press release and social media posts
- Additional graphic support for poster development

Cost Estimates without Optional Add Ons:

Estimated Days/Hours: 243 hours: 30 days

Costs: \$36,000

Fee from NPS: \$5,000 2025 (deposit)

AASB Costs Covered Year 2025 and 2026:

- *\$19,500- Staff time*
- *\$10,000+ Travel*

NPS Coverage \$2,500 Year 2026 (upon completion)

Add ons agreed on in the scope of work may cost an additional amount

Key Questions for NPS::

- 1) Did we outline the correct activities for each phase? Is there anything that we would want to remove?
- 2) Is this a realistic timeline?
- 3) Any thoughts on the AFEC/ AASB and NPS coverage?
- 5) Are there other comments?



Activities Scope	
Timeline	
Costs	
Other	

Stakeholder Engagement

This includes input and guidance from the following stakeholders

- ** School Board Preparation and Visioning
- ** Student input
- ** School Staff Input
- ** Family Advisory Board
- ** Other Family Input
- ** Tribal Government and Entity Leadership
- ** Community Partner Leadership Input

Examples from Other Districts:

(This can be for us or to pull out some key examples for the planning phase)

Anchorage School District (in-state example)

https://docs.google.com/viewerng/viewer?url=https://www.asdk12.org//cms/lib/AK02207157/Centricity/Domain/6220/20240912_Portrait-of-a-Graduate.pdf

New Orleans (includes I can statement and family check and connect components)

<https://heyzine.com/flip-book/80fc48aff2.html>

Saline Schools, Michigan (includes 4cs, school environment, pedagogy and competencies)

<https://www.salineschools.org/about-us/sas-compass/>



Kettle Moraine School District, Wisconsin

https://s3.amazonaws.com/nglc/resource-files/VLE_POG_KMSD.pdf

Da Vinci Schools, California

https://s3.amazonaws.com/nglc/resource-files/VLE_POG_DV.pdf

Vermont

<https://education.vermont.gov/sites/aoe/files/documents/edu-vermont-portrait-of-a-graduate-1.pdf>

Springfield, Massachusetts One Pager

https://cdns5-ss18.sharpschool.com/UserFiles/Servers/Server_494605/File/SPS%20Portrait%20of%20a%20Graduate%20FINAL.pdf

& Podcast

https://drive.google.com/file/d/1zxXa3dzMnUC_DF5QSQVggldYeW4cXPZw/view

Rehoboth Strategic Plan- Linked to Portrait

<https://docs.google.com/document/d/1aT10cHvGCTraCvU14EJlye7uCn2Azr5B37M1cphGdWA/edit?tab=t.0>

Nome Public Schools

Portrait of a Grad & Strategic Planning

Katie Oliver - AASB Associate Director
Emily Ferry - Alaska Family Engagement Center Coordinator
March 25, 2025

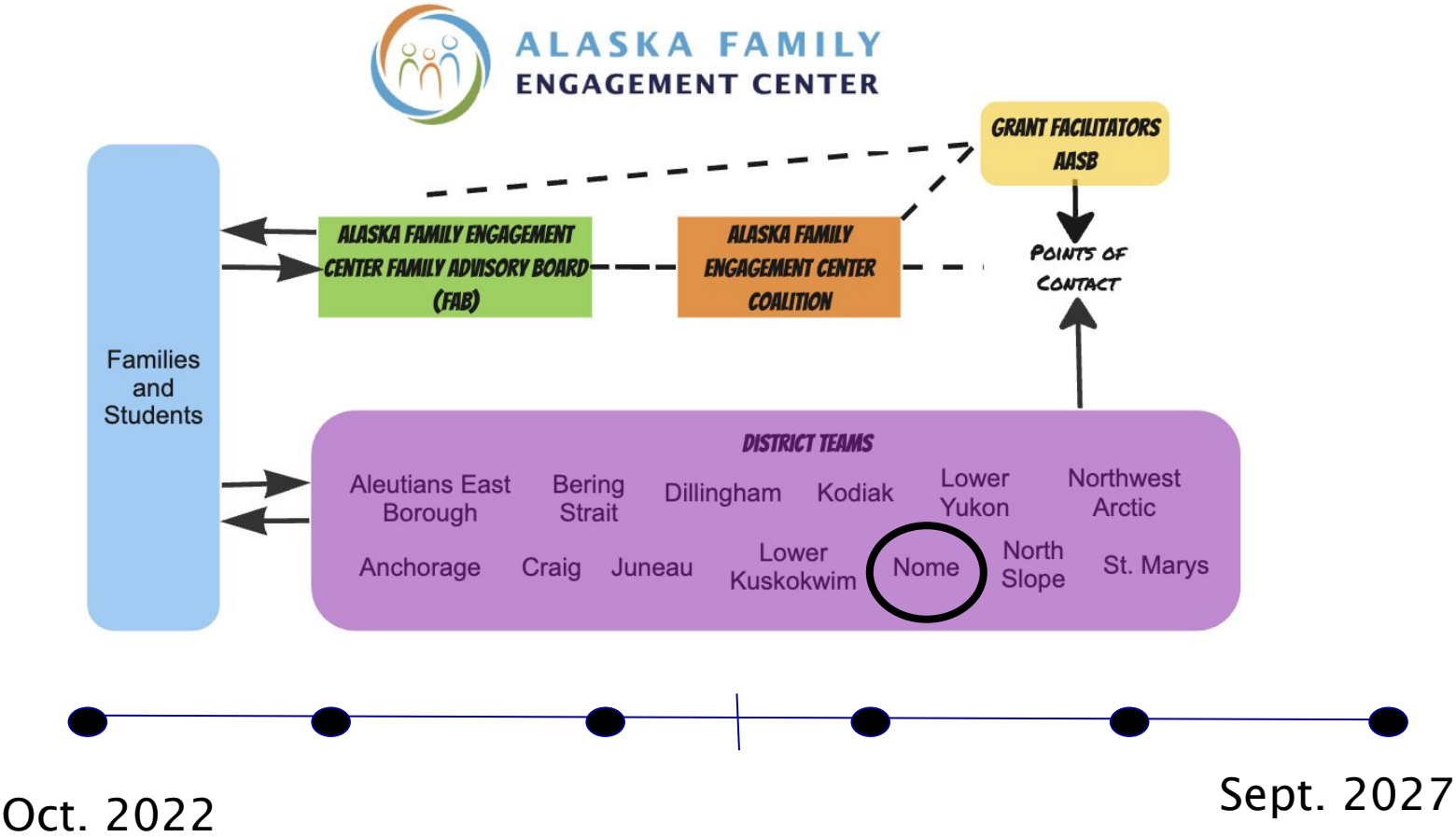


We will cover:

- Introductions
- Overview
- Next steps

Questions for you:

- Commitment
- Key dates & timeline
- People & process



Why this? Why now?

- **It's time:** Strategic Plan is ready for an update
- **Tailored process:** Portrait of a Graduate provides a north star; statement of values
- **Cost effective:** AFEC grant covers roughly \$29,500 in staff time & travel, will cost the district \$7,500 over two years (80/20 split)



association of
ALASKA
school boards

Key Project Phases

- **Phase 1: Structuring the Project**

Setting up teams, gathering initial input, and agreeing to a project timeline.

- **Phase 2: Defining Essential Questions**

Engaging stakeholders to determine what students need to succeed.

- **Phase 3: Gathering & Co-Creating**

Conducting surveys, hosting conversations, and analyzing themes.

- **Phase 4: Finalizing the Portrait**

Synthesizing input into a clear document for review and implementation.

- **Phases 5-7: Strategic Planning & Implementation**

Integrating the *Portrait of a Graduate* into district strategic planning process and development of focus areas, objectives, strategies, and metrics



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April ____

Steering
Committee



April 22 or 24th

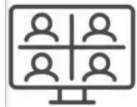
Survey Team

Host Team



May ____

Community Dialogue: What do we want to be
true for our graduates?



June ____

Finalize Portrait

	Steering Committee	Who will invite?	
Board members	Darlene Trigg, Nancy Mendenhall		
Administrators	Ms. KJ		
Teacher/Counselor	Holly, Misty, Jill,		
Family member(s)	Yusuf, Rhonda Adam, Asaaluk		
Student(s) - Jrs. & down	Angela, Granite Peacock, Macy		
Recent grads	Victoria Gray, Kelly, possibly Maggie, Caden, Teague Green-Johnson		
Community/Tribe	Barb Gray, Cameron P., Stan Pearson, Katy Tomter, Kunaq, Kiminaq		
Community/Employer	Larry Peterson, Bering Air, Hospital (ask CEO), Terra Abbott		
Retired educators	Lisa Leason, Barb Amond		

Next Step:

What	Who	By When
Follow-up meeting with steering committee to identify focus groups and timeline.	Katie	April 24
Darlene & Jamie will figure out how to get people invited at the weekly meeting	Jamie	March 27 (Thurs. meeting)