

**THE LAKE AND PENINSULA SCHOOL DISTRICT**  
**Work Session AGENDA**  
**April 9, 2026, 8:30 AM**

Agenda

- |  |    |
|--|----|
| 1. FY27 Draft Budget   | 2  |
| 2. School Board & Borough Assembly Education Committee Collaboration | 25 |



Lake and Peninsula School District  
2026-2027 Proposed Budget  
Second Reading April 9, 2026



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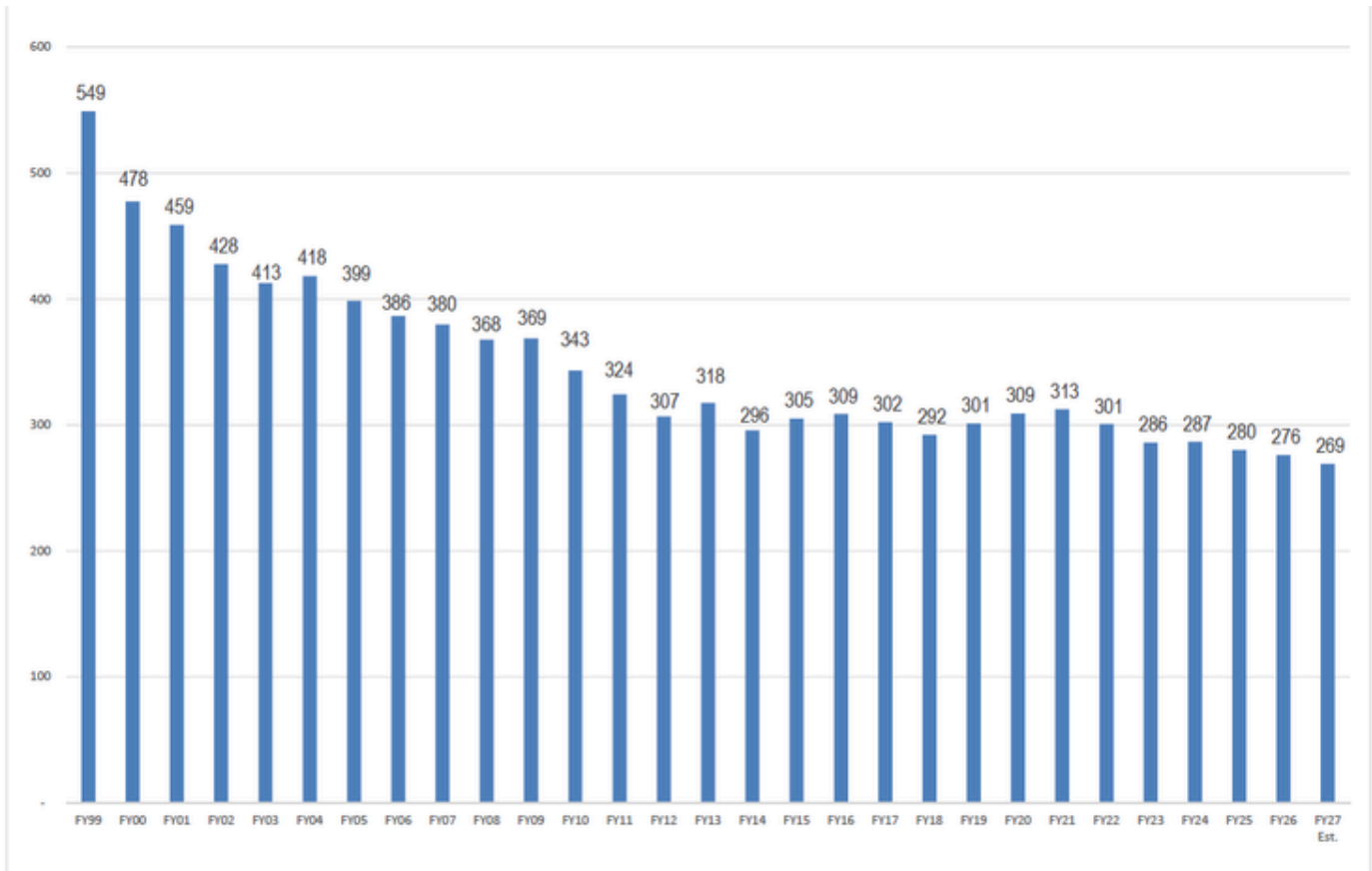
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# Levels of Education Provided

LPSD provides preschool programs and K-12 education in 10 schools. In addition, the partnership with Bristol Bay Regional Career and Technical Education (BBRCTE) consortium allows myriad CTE program tracks for students to gain knowledge and experience.

# School/Student Analysis

**LPSD Average Daily Membership**  
**October Count Decline in enrollment of 273 FY99 to FY26**  
**US Census Population 1999 1,814 - 2022 1,381**  
**Decline in population of 433**



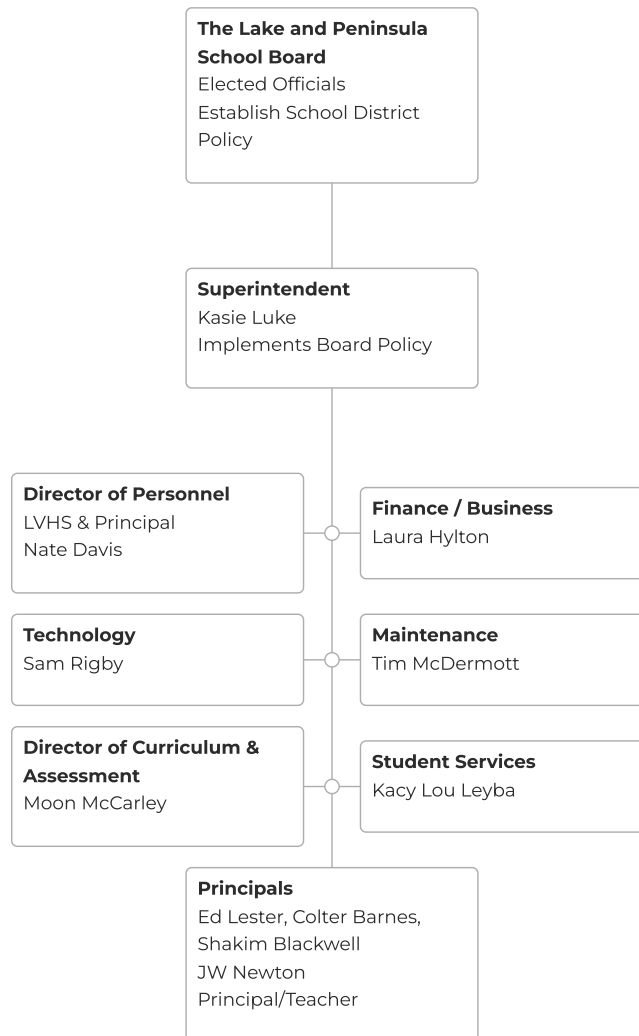


In order left to right:

1. Margie Olympic - Newhalen
2. Amber Christensen - Fox - Port Heiden
3. Beth Hill - Kokhanok - Clerk
4. Gerda Kosbruk - Port Heiden - President
5. Austin Shangin - Perryville - Vice President
6. Harry Ricci - Kokhanok
7. Sarah Armstrong - Iliamna

# Organizational Chart

## Lake & Peninsula School District



2023

2028

# Lake and Peninsula School District

**Vision:** We grow self-directed, life-long learners who are grounded in their culture and contribute to their communities

**Mission:** We will nourish student growth by investing in partnerships and implementing culturally responsive, place-based education

## FOCUS AREAS:

**STUDENT FOCUSED READINESS**

**SUPPORTING STAFF**

**CULTURALLY RELEVANT, PROJECT  
AND  
PLACE BASED LEARNING**

**BUILDING AND SUSTAINING  
PARTNERSHIPS**

# Budget Timeline

Alaska requires school district budgets to be submitted to boroughs and cities by May 1st each year. The final budget is due to the Alaska Department of Education and Early Development by July 15th annually.

# Budget Assumptions

As of February 28th, the endowment fund balance is \$4,515,473.36 million.

- The Preschool Grant expires at the end of FY26 and Mrs. Kresl is working on an application for the current PK competition. We are hopeful grant funding will be awarded to continue our PK program. Basic program options are under review in the event grant funding is not awarded, PK funding will be an endowment draw.
- Potential bills affecting state funding include HB261, the 3-year average AADM, and HB374 Base Student Allocation increase of \$630.
- 9 schools open, with an estimated enrollment of 269 with LVHS 19 students and 4 intensives.
- The closure of Levelock school did not trigger the foundation formula hold harmless clause due to fluctuations in enrollments at other schools.
- Includes technologies estimated needs for teacher computer replacements. Computers are replaced on a 4-year estimated life.
- The health insurance cost trend for Alaska continues to run between a 10-15% increase in claims costs annually.
- Fuel cost drives heat, electricity, transportation of goods and staff. FY26 extended below zero temps increase fuel and electrical usage to keep schools and housing from freezing.
- Assumes Impact Aid at the 90% payment proration. The 90% proration has been consistent for two fiscal years and an increase for the program is included in the Federal budget.
- School internet is provided under Microcom utilizing Starlink Business.

## Staffing:

The staffing budget includes the new LPEA Agreement from July 1, 2026, to June 30, 2029. The new agreement includes salary schedule increases, M.ED program incentives, new retention incentives and service incentives.

This budget includes the proposed 2% increase to classified salary schedules for 2026-2027, 2027-2028, 2028-2029, 2029-2030.

1 less full-time admin	~164,000.00
1 less Principal/Admin combine Curriculum, Principal and student data positions	~169,064.00
Classroom teacher FTE expected 37.5, 4 head teachers, 3.5 principals, .75 special ed itinerants, 2.5 school/student support, .75 board support. 1 FTE increase over FY26 due to increased enrollment at Chignik Lake.	
Classified staff is budgeted as status quo with a slight increase for special education aides to align with IEPs and a 10-month maintenance position.	

## Food Service – Cook Estimate

### Estimated endowment draw for cook salary and benefits for FY27:

The following total for cooks is not included in this first reading of the budget. If the board chooses to maintain cooks, this would be an endowment fund draw as in FY24, FY25 and FY26.

Salary	\$188,900
Health	\$109,800
Benefits — other	<u>\$ 49,500</u>
Total	\$348,200

Subs potentially add another \$10,000.

### Local Contribution Minimum and Maximum contribution

The annual Endowment withdrawal is based on the Borough Ordinance. The State Statute allows the difference between the minimum and maximum local contribution as defined in the foundation formula without reducing foundation revenue.

- Minimum Required Local Contribution by Foundation formula
  - \$458,131
- Maximum Allowable Contribution
  - \$2,483,307

# Revenue Sources

LPSD revenue is based on the number of students enrolled in our schools and the State and Federal funding programs. The State of Alaska legislature is responsible for funding public education as provided in the state constitution. The foundation formula determines the amount of State funding and sets the required local contribution for the borough and the maximum contribution the borough is allowed to make. Contributions in excess of the maximum allowable contribution reduce the state foundation payments.

Federal Impact Aid is payment in lieu of taxes for non-taxable Indian and Federal lands. LPSD surveys all families in the district to determine where they reside and what type of property they live on. Native allotments, Alaska Native Claims Settlement Act (ANCSA) lands, Restricted Deeds and some HUD properties are eligible properties.

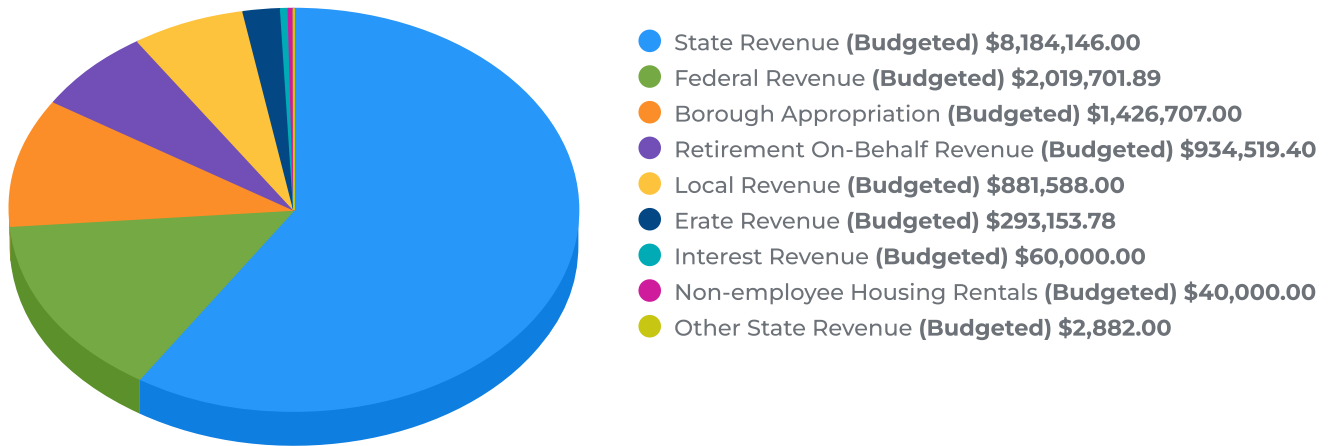
Erate revenue directly offsets the cost of the internet for the district. Currently, LPSD qualifies at the 90% level for most schools, without USDA lunch income surveys are needed to determine discounts for each school. Igiugig is 70%, Port Alsworth and Chignik Lake are at 80%. The overall district average is 90%.

Retirement On-Behalf revenue is funded by the State of Alaska directly into the PERS and TRS systems for the systems' unfunded liabilities. LPSD is required to report both expense and revenue by Governmental Accounting Standards Board (GASB) reporting standards.

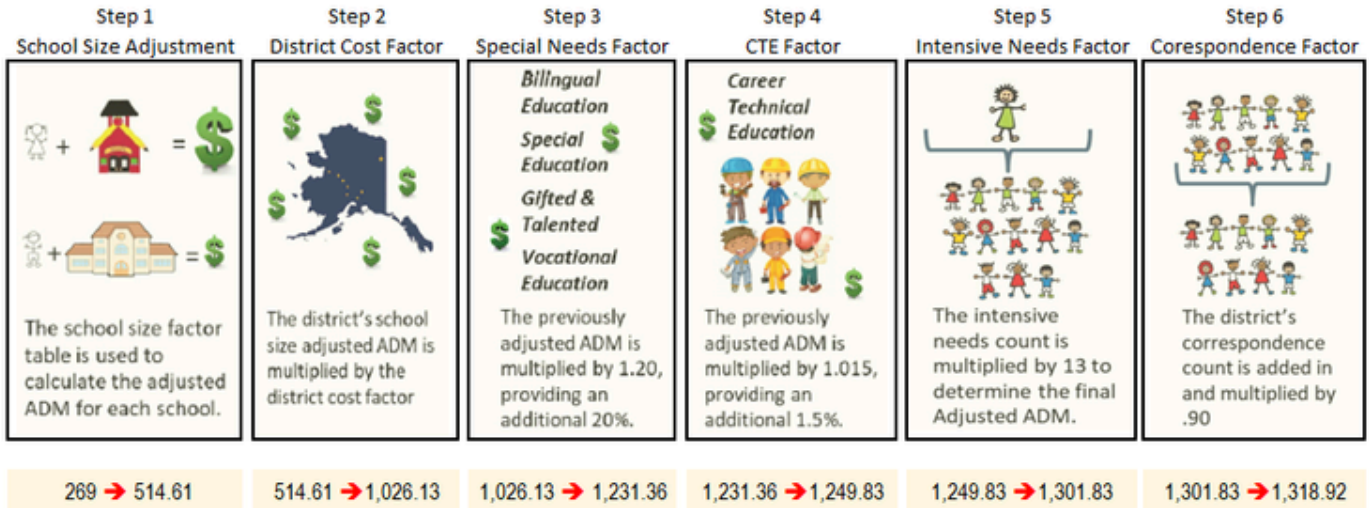
Local revenue consists of local entity contributions to BBRCTE, service contracts and miscellaneous property sales and small items.

Interest is generated on deposits in excess of \$750,000 with Wells Fargo and the scholarship funds principal.

## Revenue by Source



# State Foundation Formula and Local Contribution



## FY 2027-26 Projected State/Local Revenue for LPSD

District adjusted ADM		1,318.92		
Base Student Allocation	\$	6,660		
Basic need (BSA x ADM)	\$	8,784,007		
Required local effort (borough contribution)	\$	(458,131)	172,879,789	L&BP Property Value
State Reduction for Federal Impact Aid Receiver	\$	(162,833)	x 2.65	Mills
State Foundation Revenue	\$	8,163,043	458,131	Total Required Contribution
State Quality Schools Grant	\$	21,103		
Total State Revenue	\$	8,184,146		
Basic Need	\$	8,784,007		
Additional Allowable Borough Contribution (23% of Basic Need + Quality Schools)	\$	2,025,175		
Total Allowable Local Contribution	\$	2,483,306.28		

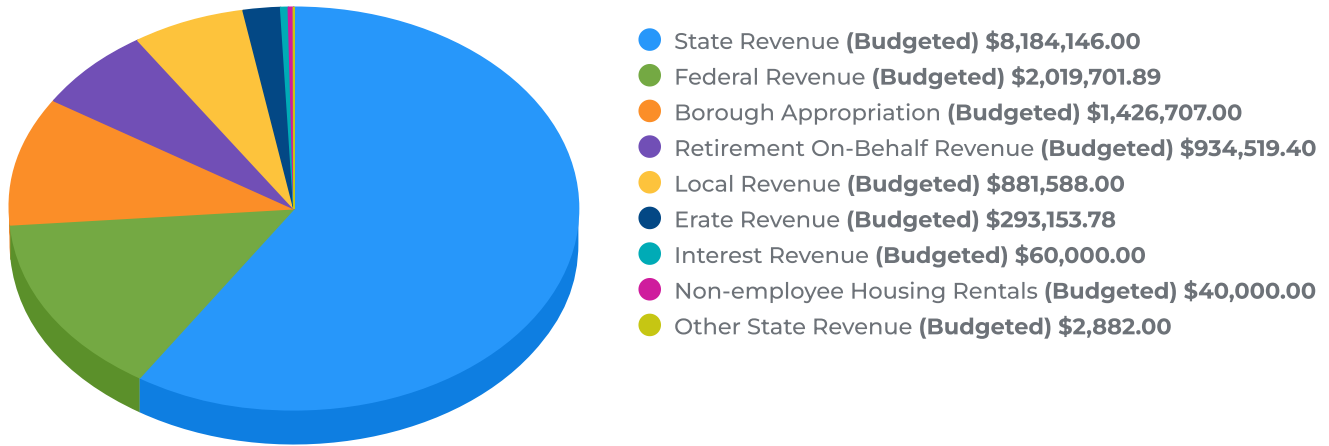
# Financial Section



# Summary Data for General Fund

## General Fund Revenue

Revenue by Source



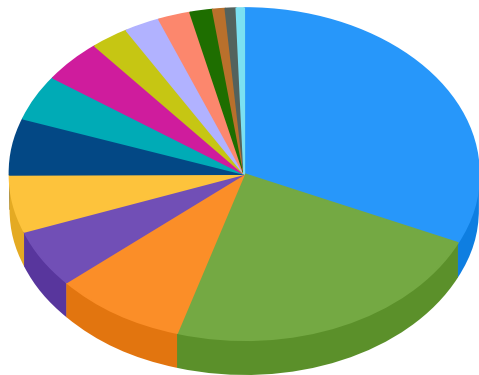
## FY 27 Revenue Updated FY26 Estimates

As of March 2026

DESCRIPTION	FY26 Adopted Budget	FY26 Revised BSA \$6,660	FY27 Projected BSA \$6,660	DIFFERENCE
Borough Appropriation	\$ 1,372,707	\$ 1,372,707	\$ 1,372,707	\$ -
Borough Added Contribution		\$ -		\$ -
Interest	\$ 25,000	\$ 60,000	\$ 60,000	\$ -
Other Local - Misc. & Rent	\$ 387,000	\$ 387,000	\$ 426,000	\$ 39,000
Other Local - CTE	\$ 366,500	\$ 658,332	\$ 549,588	\$ (108,744)
Foundation	\$ 8,157,787	\$ 8,239,777	\$ 8,184,146	\$ (55,631)
SOA one-time	\$ 1,000,164	\$ -	\$ -	\$ -
TRS On-Behalf	\$ 729,526	\$ 729,526	\$ 748,357	\$ 18,831
PERS On-Behalf	\$ 143,349	\$ 143,349	\$ 192,977	\$ 49,628
Other State - Raffle	\$ 2,882	\$ 2,882	\$ 2,882	\$ -
Federal ERATE	\$ 331,995	\$ 331,995	\$ 293,154	\$ (38,841)
Federal Impact Aid 90% prorated	\$ 1,057,825	\$ 1,901,755	\$ 2,019,702	\$ 117,947
<b>Total</b>	<b>\$ 13,574,735</b>	<b>\$ 13,827,323</b>	<b>\$ 13,849,513</b>	<b>\$ 22,190</b>

# Expense By Department

## Expenses by Department



- Instruction (Budgeted) \$4,506,808.50
- Operations and Maintenance (Budgeted) \$3,233,723.65
- Special Education (Budgeted) \$1,282,799.57
- Instructional Related Technology (Budgeted) \$802,401.40
- Dist Admin Support Services (Budgeted) \$791,139.64
- School Administration (Budgeted) \$779,051.70
- Support Services Instruction (Budgeted) \$626,048.21
- Vocational Education (Budgeted) \$592,532.00
- Board (Budgeted) \$370,681.28
- Student Activities (Budgeted) \$346,701.23
- District Admin (Budgeted) \$315,388.96
- SPED Education Support Serv - Students (Budgeted) \$219,914.83
- Home School/Correspondence (Budgeted) \$122,746.86
- School Admin Support Serv (Budgeted) \$105,744.41
- Support Services Students (Budgeted) \$74,672.02

Expenditures	FY26 adopted	FY26 Actual	FY27 Budgeted
Instruction	\$4,408,876.90	\$2,538,103.09	\$4,506,808.50
Lake View Home School	\$19,541.20	\$21,287.62	\$122,746.86
BBRCTE	\$441,750.65	\$222,125.11	\$592,532.00
SPED direct instruction	\$1,258,005.87	\$731,470.14	\$1,282,799.57
SPED special services	\$274,969.61	\$118,277.24	\$219,914.83
Student support	\$61,245.01	\$30,857.82	\$74,672.06
Instructional Support	\$693,427.11	\$481,326.22	\$626,048.21
Instructional Technology	\$843,986.77	\$670,402.18	\$802,401.40
School Admin - Principals	\$877,504.86	\$498,241.44	\$779,051.70
School Support - Secretaries	\$100,069.21	\$80,200.19	\$105,744.41
District Admin - Superintendent & Board	\$584,728.80	\$450,775.23	\$686,070.24
District Admin - Business Services	\$810,515.77	\$682,465.37	\$791,139.64
Maintenance and Operations	\$3,076,646.00	\$2,718,996.62	\$3,233,723.65
Student Activities	\$439,168.29	\$375,790.93	\$346,701.23
Debt Service - leases	\$70,080.00	\$ -	\$52,302.00
<b>Total Expenditures</b>	<b>\$13,960,516.05</b>	<b>\$ 9,620,319.20</b>	<b>\$14,222,656.30</b>

# Summary Data for Individual Funds



# General Fund (100)

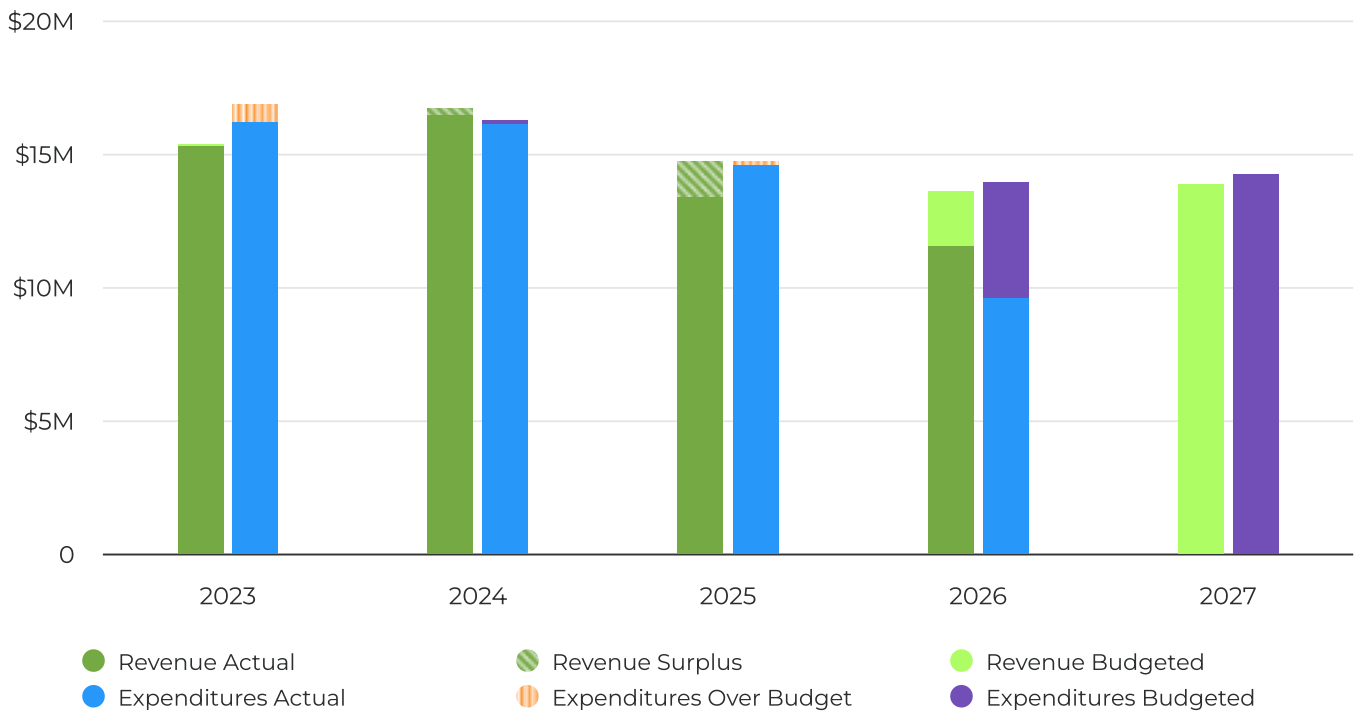
The General Fund is the primary operating fund of the Board. It is used to account for all financial resources except those required to be accounted for in another fund. The Board's General Fund primarily receives revenues from the State of Alaska Foundation Formula Funding, appropriated by the Alaska Legislature, Impact Aid funding payment in lieu of taxes, ERATE funding for the Internet and BBRCTE program donations.

Actual FY26 Expenditures as of April 2, 2026

## Summary

Actual Data for FY2022 through FY2025, year-to-date data as of April 2, 2026 for FY2026 and Projected Budget for FY2027.

### Revenues vs Expenditures Summary



## General Fund Comprehensive Fund Summary

FY26 Actual Information as of April 2, 2026

### Comprehensive Fund Summary

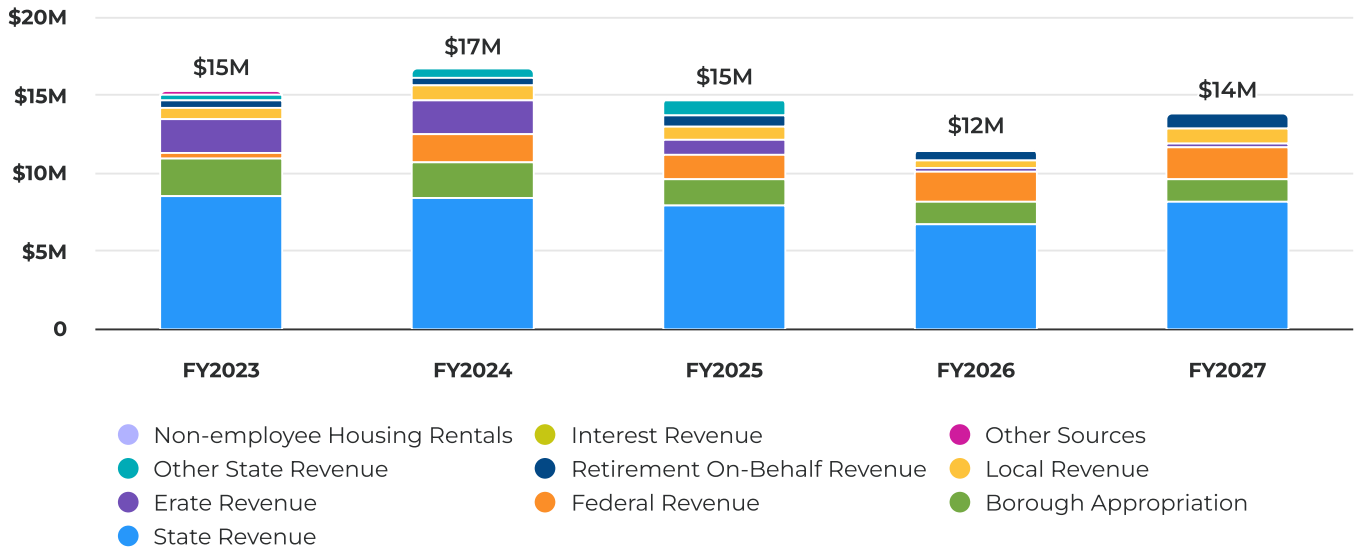
Category	FY 2026 Adopted	FY 2026 Actual	FY 2027 Budgeted
<b>Beginning Fund Balance</b>	<b>\$557,180.00</b>	<b>\$557,180.00</b>	-
<b>Revenues</b>			
Borough Appropriation	\$1,426,707.00	\$1,426,707.00	\$1,426,707.00
Local Revenue	\$699,500.00	\$557,414.47	\$881,588.00

Category	FY 2026 Adopted	FY 2026 Actual	FY 2027 Budgeted
State Revenue	\$8,157,787.00	\$6,689,286.00	\$8,184,146.00
Other State Revenue	\$1,003,046.00	\$4,079.00	\$2,882.00
Federal Revenue	\$1,057,825.14	\$1,901,755.00	\$2,019,701.89
Erate Revenue	\$331,995.00	\$256,571.92	\$293,153.78
Interest Revenue	\$25,000.00	\$45,430.43	\$60,000.00
Retirement On-Behalf Revenue	\$872,875.22	\$553,513.79	\$934,519.40
Non-employee Housing Rentals	-	\$92,074.50	\$40,000.00
<b>Total Revenues</b>	<b>\$13,574,735.36</b>	<b>\$11,526,832.11</b>	<b>\$13,842,698.07</b>
<b>Expenditures</b>			
Certified Salaries	\$3,788,753.81	\$2,337,733.79	\$3,757,572.35
Non Certified Salary	\$1,923,717.55	\$1,381,622.92	\$2,140,258.81
Fringe Benefits	\$3,157,763.30	\$2,242,475.25	\$3,122,696.35
On-Behalf Retirement	\$872,875.22	\$553,513.79	\$934,519.30
Housing Allowance/Subsidy	\$489,000.00	-	\$454,500.00
Professional/Technical Services	\$277,422.00	\$195,944.76	\$415,611.00
Transportation Allowance	\$36,857.20	\$31,105.17	\$59,200.00
Staff Travel	\$731,026.65	\$467,407.64	\$675,709.00
Utilities	\$1,552,227.44	\$1,209,620.33	\$1,613,099.23
Other Purchased Services	\$605,492.88	\$871,686.85	\$569,580.23
Supplies, Materials, + Media	\$446,039.00	\$253,212.01	\$470,100.00
Other Expense & Indirect	\$9,260.99	\$34,496.78	-\$42,492.01
Debt Service	\$70,080.00	-	\$52,302.00
<b>Total Expenditures</b>	<b>\$13,960,516.04</b>	<b>\$9,578,819.29</b>	<b>\$14,222,656.26</b>
<b>Total Revenues Less Expenditures</b>	<b>-\$385,780.68</b>	<b>\$1,948,012.82</b>	<b>-\$379,958.19</b>
<b>Ending Fund Balance</b>	<b>\$171,399.32</b>	<b>\$2,505,192.82</b>	<b>-\$379,958.19</b>

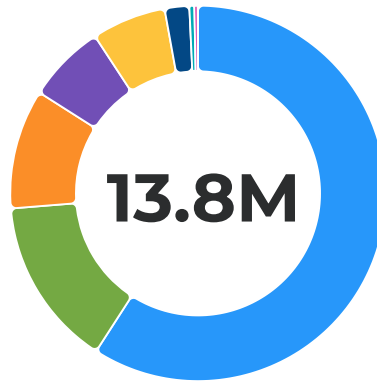
## Revenues by Revenue Source

Actual Data for FY2023 through FY2025, year-to-date data as of April 2, for FY2026 and Projected Budget for FY2027.

### Revenue Comparison by Revenue Source



### FY27 Revenues by Revenue Source

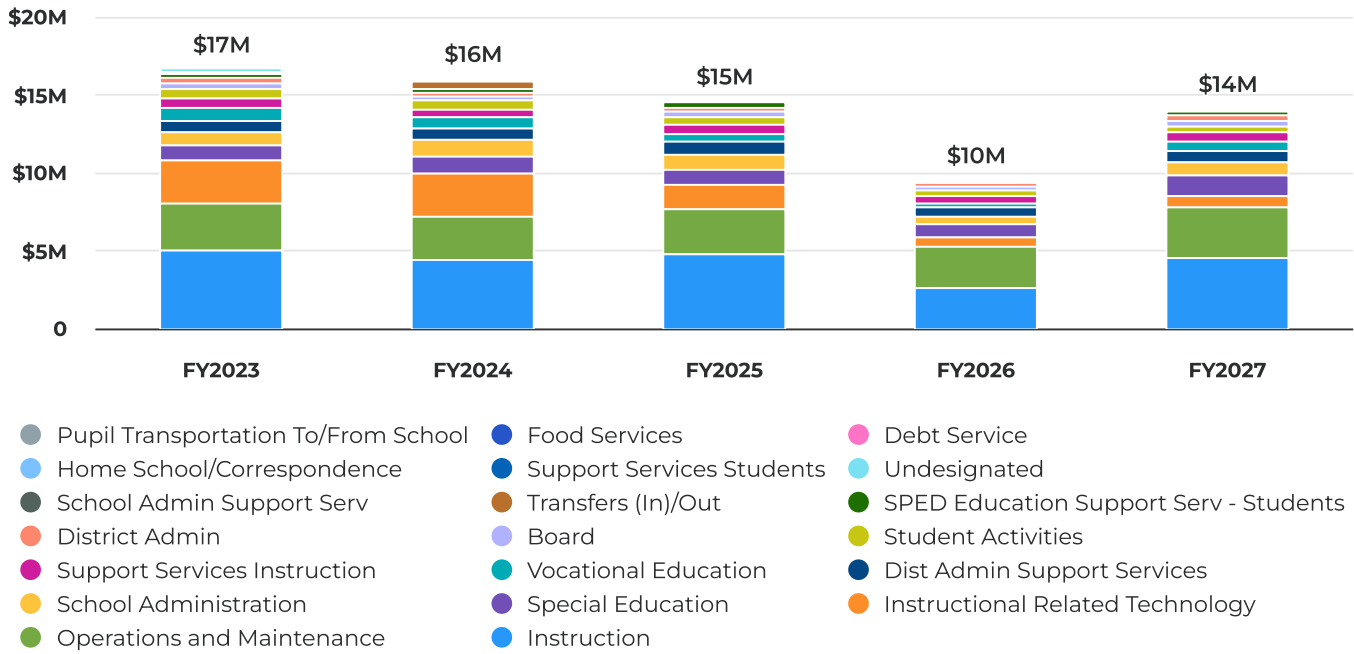


State Revenue	<b>\$8,184,146</b>	59.12%
Federal Revenue	<b>\$2,019,702</b>	14.59%
Borough Appropriation	<b>\$1,426,707</b>	10.31%
Retirement On-Behalf Revenue	<b>\$934,519</b>	6.75%
Local Revenue	<b>\$881,588</b>	6.37%
Erate Revenue	<b>\$293,154</b>	2.12%
Interest Revenue	<b>\$60,000</b>	0.43%
Non-employee Housing Rentals	<b>\$40,000</b>	0.29%
Other State Revenue	<b>\$2,882</b>	0.02%

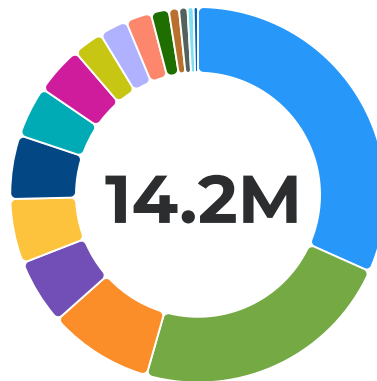
## Expenditures by Department

Actual Data for FY2023 through FY2025, year-to-date data as of April 2, for FY2026 and Projected Budget for FY2027.

### Comparison of Expenditures by Department



### FY27 Expenditures by Department

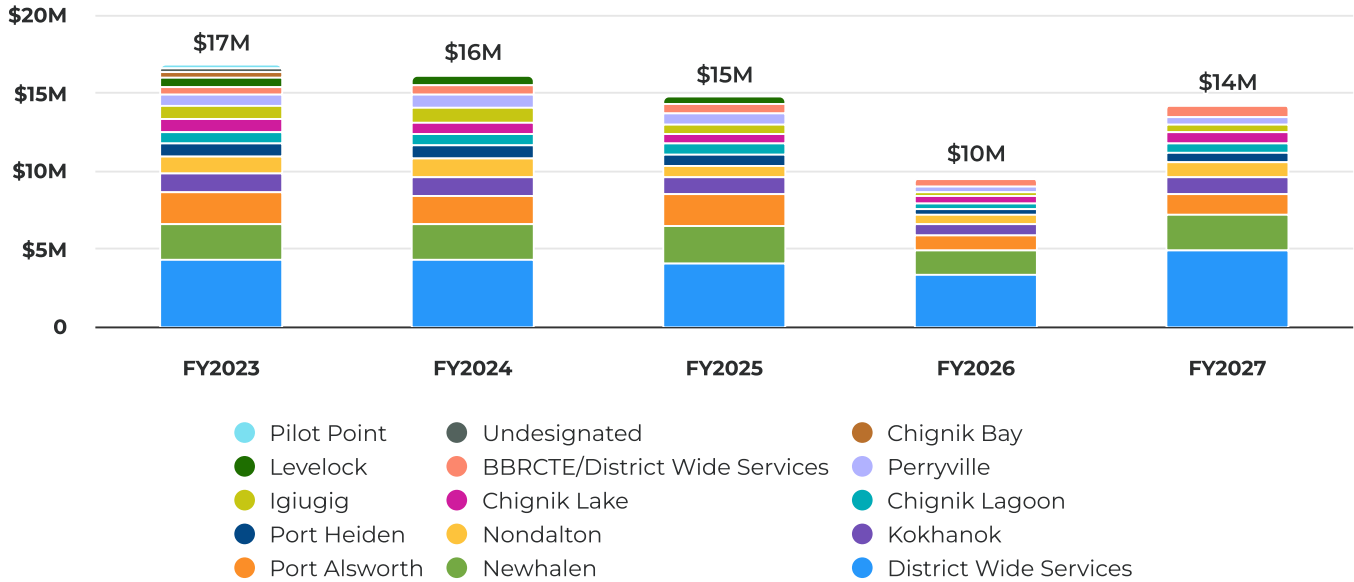


Department	Amount	Percentage
Instruction	\$4,506,809	31.69%
Operations and Maintenance	\$3,233,724	22.74%
Special Education	\$1,282,800	9.02%
Instructional Related Technology	\$802,401	5.64%
Dist Admin Support Services	\$791,140	5.56%
School Administration	\$779,052	5.48%
Support Services Instruction	\$626,048	4.40%
Vocational Education	\$592,532	4.17%
Board	\$370,681	2.61%
Student Activities	\$346,701	2.44%
District Admin	\$315,389	2.22%
SPED Education Support Serv - Students	\$219,915	1.55%
Home School/Correspondence	\$122,747	0.86%
School Admin Support Serv	\$105,744	0.74%
Support Services Students	\$74,672	0.53%
Debt Service	\$52,302	0.37%

# Expenditures by Location

Actual Data for FY2023 through FY2025, year-to-date data as of April 2, for FY2026 and Projected Budget for FY2027.

**Comparison of Expenditures by Location**



**FY27 Expenditures by Location**



District Wide Services	\$4,901,549	34.46%
Newhalen	\$2,285,574	16.07%
Port Alsworth	\$1,358,129	9.55%
Kokhanok	\$1,073,356	7.55%
Nondalton	\$929,967	6.54%
Chignik Lake	\$695,693	4.89%
BBRCTE/District Wide Services	\$655,822	4.61%
Chignik Lagoon	\$623,224	4.38%
Port Heiden	\$600,352	4.22%
Igiugig	\$512,719	3.60%
Perryville	\$510,749	3.59%
Chignik Bay	\$51,954	0.37%
Levelock	\$20,917	0.15%
Pilot Point	\$2,650	0.02%

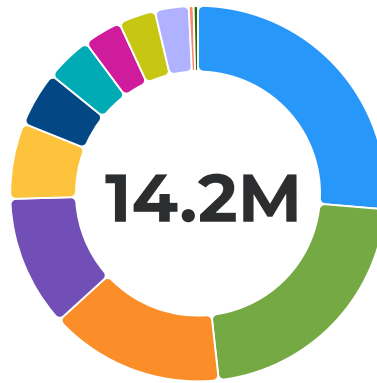
### Expenditures by Location

Category	FY 2026 Adopted	FY 2026 Actual	FY 2027 Budgeted	FY 2026 Projected vs. FY 2027 Budgeted (% Change)
Chignik Bay	\$38,716.26	\$16,185.66	\$51,954.40	795.77%
Chignik Lagoon	\$719,397.42	\$398,833.30	\$623,224.44	-13.37%
Chignik Lake	\$584,447.63	\$417,053.71	\$695,692.92	19.03%
Igiugig	\$503,790.40	\$319,078.27	\$512,719.41	1.77%
Kokhanok	\$1,022,244.32	\$675,389.72	\$1,073,355.88	5.00%
Newhalen	\$1,926,891.76	\$1,594,346.23	\$2,285,573.63	18.61%
Nondalton	\$700,007.18	\$571,504.94	\$929,966.70	32.85%
Port Alsworth	\$1,475,311.18	\$960,565.95	\$1,358,129.13	-7.94%
Perryville	\$480,570.03	\$346,878.21	\$510,749.47	6.28%
Pilot Point	-	\$174.60	\$2,650.00	-
Port Heiden	\$539,215.70	\$397,725.46	\$600,352.38	11.34%
Levelock	\$447,427.89	\$111,991.85	\$20,916.98	-95.33%
District Wide Services	\$4,888,141.20	\$3,319,573.07	\$4,901,549.13	0.80%
BBRCTE/District Wide Services	\$634,355.07	\$449,518.32	\$655,821.79	-1.72%
<b>Total Expenditures</b>	<b>\$13,960,516.04</b>	<b>\$9,578,819.29</b>	<b>\$14,222,656.26</b>	<b>2.06%</b>

### Expenditures by Expense Type

Actual Data for FY2023 through FY2025, year-to-date data as of April 2, for FY2026 and Projected Budget for FY2027.

### FY27 Expenditures by Expense Type



● Certified Salaries	<b>\$3,757,572</b>	26.42%
● Fringe Benefits	<b>\$3,122,696</b>	21.96%
● Non-Certified Salary	<b>\$2,140,259</b>	15.05%
● Utilities	<b>\$1,613,099</b>	11.34%
● On-Behalf Retirement	<b>\$934,519</b>	6.57%
● Staff Travel	<b>\$675,709</b>	4.75%
● Other Purchased Services	<b>\$569,580</b>	4.00%
● Supplies, Materials, + Media	<b>\$470,100</b>	3.31%
● Housing Allowance/Subsidy	<b>\$454,500</b>	3.20%
● Professional/Technical Services	<b>\$415,611</b>	2.92%
● Transportation Allowance	<b>\$59,200</b>	0.42%
● Debt Service	<b>\$52,302</b>	0.37%
● Other Expense & Indirect	<b>-\$42,492</b>	-0.30%

### Expenditures by Expense Type

Category	FY 2026 Adopted	FY 2026 Actual	FY 2027 Budgeted	FY 2026 Projected vs. FY 2027 Budgeted (% Change)
Certified Salaries	\$3,788,754	\$2,337,734	\$3,757,572	-0.82%
Non-Certified Salary	\$1,923,718	\$1,381,623	\$2,140,259	12.42%
Fringe Benefits	\$3,157,763	\$2,242,475	\$3,122,696	-0.01%
On-Behalf Retirement	\$872,875	\$553,514	\$934,519	7.56%
Housing Allowance/Subsidy	\$489,000	-	\$454,500	-7.06%
Professional/Technical Services	\$277,422	\$195,945	\$415,611	49.81%
Transportation Allowance	\$36,857	\$31,105	\$59,200	60.62%
Staff Travel	\$731,027	\$467,408	\$675,709	-7.57%
Utilities	\$1,552,227	\$1,209,620	\$1,613,099	3.92%
Other Purchased Services	\$605,493	\$871,687	\$569,580	-10.78%
Supplies, Materials, + Media	\$446,039	\$253,212	\$470,100	5.39%
Other Expense & Indirect	\$9,261	\$34,497	-\$42,492	-558.83%
Debt Service	\$70,080	-	\$52,302	-25.37%
<b>Total Expenditures</b>	<b>\$13,960,516</b>	<b>\$9,578,819</b> 23	<b>\$14,222,656</b>	<b>2.06%</b>

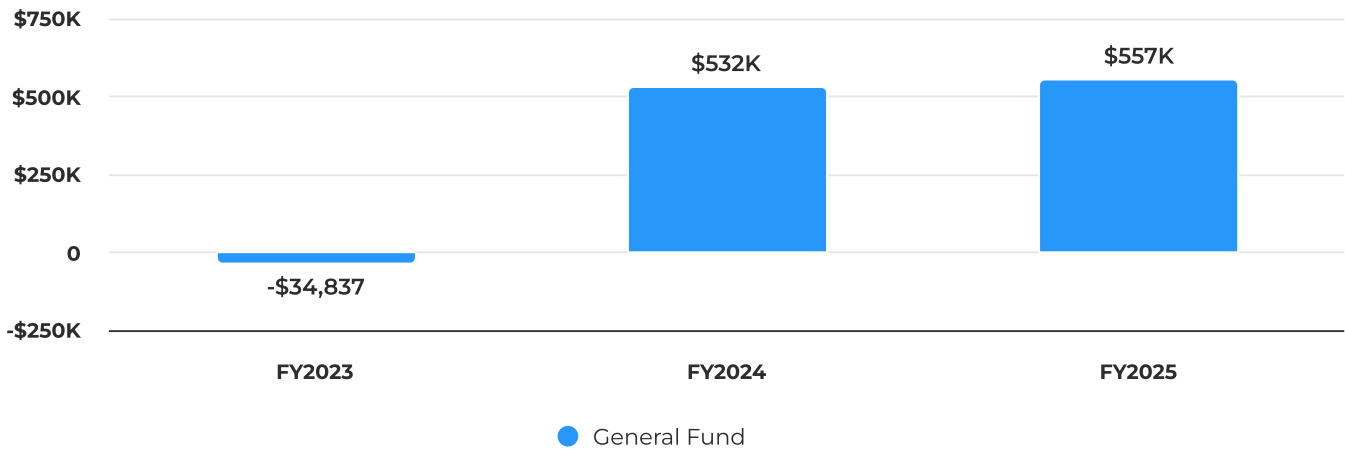
## Fund Balance

Fund balance is categorized into six types: Non-Spendable, Restricted, Committed, Assigned and Unassigned.

Examples of items in each category are:

Non-Spendable	Restricted	Committed	Assigned	Unassigned
Inventory	Scholarship Principal	Capital Grant Match	Encumbrances	Spendable
Prepaid items — used in a future year	BBRCTE Donations	Food Service and Pupil Transportation	Purchase orders issued but not received at year-end	Available for future years' use

### Fund Balance Projections



Spendable Fund balance in FY25 is \$53,566. The goal is to utilize surplus amounts to reduce Endowment Fund drawdown to the minimum possible each year.

In FY26, the closing of Levelock school, a boiler failure in Chignik Lagoon, a water system outage in Nondalton, extended below zero temperatures and the increased cost of fuel due to the war will all reduce LPSD's ability to save funds for future expenses.

# Lake & Peninsula Borough Assembly & School Board Joint Meeting

*April 9 – Workshop Overview & Purpose*

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## Why We Are Here

This meeting is an opportunity to begin a conversation about how the Borough Assembly and School Board might work more closely together.

In many smaller communities across Alaska, these two bodies—each with different roles and responsibilities—often operate separately. Collaboration does happen, but it is often informal, dependent on relationships, or driven by specific issues rather than ongoing structure.

At the same time, there is growing recognition—both in Alaska and nationally—that more intentional communication and coordination between local governing bodies and school districts can lead to stronger outcomes for communities.

This creates an opportunity:

To explore whether a more intentional, structured way of working together could strengthen communication, alignment, and shared impact in Lake & Peninsula.

This meeting is a first step in that exploration.

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## How This Meeting Came Together

This conversation emerged through a series of discussions over time, including:

- Conversations between district leadership and Borough Assembly members
- Dialogue during previous work sessions
- A shared recognition of both challenges and opportunity

Across those conversations, several themes surfaced:

- Both the Borough Assembly and School Board are working toward the wellbeing of the same communities
- There are ongoing challenges—particularly around funding, communication, and alignment

- There is interest in exploring how these two bodies might work together more effectively

As reflected in conversations:

“We’re all part of the same system, but we’re operating individually a lot of the time.”

“It’s taken years to even get us in the same room together.”

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## Preparation for This Meeting

Kameron Perez-Verdia was invited to facilitate this conversation. He currently serves on the Anchorage Assembly, previously served on the Anchorage School Board, and works across Alaska, especially in rural communities, facilitating conversations with boards, assemblies, and community groups.

In preparation for this meeting, he spoke with members of the Borough Assembly, School Board, and district leadership to better understand perspectives across the system.

The insights from those conversations helped shape both this meeting and the accompanying briefing document.

Several themes consistently emerged.

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## What We Heard

### 1. A Shared Commitment to Community and Kids

There is a deep, shared motivation across both bodies:

“I’m always for kids and community—those are the things that matter most.”

“If we’re not investing in our kids, what are we even doing here?”

There is strong alignment around:

- Supporting families
- Keeping communities strong
- Ensuring children can grow and succeed locally

## 2. Real Challenges—Especially Around Funding

Many conversations pointed to funding pressures as a central issue:

“The biggest issue right now is money. Everything comes back to money.”

“As funding gets tighter, that conversation just keeps coming back.”

At the same time, there are different perspectives on:

- What support looks like
  - How resources are allocated
  - What is possible within current constraints
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## 3. Communication Gaps and Misunderstandings

A consistent theme was the need for stronger communication:

“We spend so much time in separate rooms.”

“Just not enough talking to each other and figuring things out together.”

Some also noted:

- Misunderstandings about decisions and funding
  - Limited opportunities for direct conversation
  - A sense of operating in separate “lanes”
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## 4. Desire for Better Collaboration

Despite challenges, there is strong interest in improving how the two bodies work together:

“There’s definitely an opportunity... to work better together.”

“It would be really valuable to have regular joint meetings.”

There is openness to:

- More regular communication
  - Shared conversations about key issues
  - Developing aligned goals or priorities
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## 5. The Need for a Shared, Local Vision

Several people emphasized the importance of stepping back and looking at the bigger picture:

“We need a shared vision for public education... one that reflects our communities.”

This includes thinking about:

- The future of schools in the region
- Community sustainability
- How education connects to jobs, housing, and long-term viability

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## What This Meeting Is (and Is Not)

**This meeting is:**

- A starting point
- A space to reconnect around shared purpose
- An opportunity to listen and understand different perspectives
- A chance to explore what working together more intentionally could look like

**This meeting is not:**

- A decision-making meeting
- A place to resolve all current issues
- A deep dive into specific policies or disputes

As one person put it:

“This feels like a starting point—not the solution, but the beginning of something we need to continue.”

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## Looking Ahead

The goal of this meeting is to explore whether there is interest in:

- Continuing this conversation
- Creating more regular opportunities to meet together
- Potentially planning a future session (full board + assembly) to:
  - Build relationships
  - Identify shared priorities
  - Develop a stronger foundation for working together

# Paired Discussion Handout

As you think about the Borough Assembly and School Board building a stronger working relationship, please discuss the following with you partner:

1. What are some of the challenges?

2. What are some of the opportunities?

3. Looking ahead to a future full day meeting that would include the full Borough Assembly and School Board, what are 1-2 things you would like to see happen in that meeting?

# Examples of School Board–Municipal Collaboration in Alaska and Beyond

*Prepared as a public handout for discussion about possible Borough Assembly–School Board collaboration in Lake & Peninsula*

## Bottom line

The strongest examples are not just places that meet in crisis. They create a predictable structure for meeting, focus on shared issues such as budget and facilities, and use the relationship to reduce surprises, improve advocacy, and make difficult decisions more workable.

## What the best examples have in common

- A regular forum: quarterly conferences, annual retreats, or scheduled joint work sessions.
- A practical agenda: budget, capital/facilities planning, legislative priorities, and other matters of mutual concern.
- Clear role boundaries: the school board governs the district, while the assembly/council handles municipal finance and other local government functions.
- A path from discussion to action: a joint resolution, a shared capital plan, an annual forecast, or a follow-up working group.

## Alaska examples

### Anchorage — the clearest formal model

Anchorage’s model is the strongest formal example in Alaska. Under Anchorage Municipal Charter Article VI, Section 6.04, the Assembly and School Board must meet at least four times each year in public session to discuss financial planning, capital improvement needs, the comprehensive plan, and other matters of mutual concern.

- Success story: the regular relationship has made it possible for the two bodies to take joint positions on major education funding questions.
- In 2025, the Assembly approved a joint resolution with the School Board supporting inflation-adjusted state education funding and noting that a joint Assembly–School Board working group had collaborated on the effort.
- In June 2025, the Assembly also co-signed a joint resolution opposing a proposed state regulatory change that would further limit local governments’ ability to invest in public schools.

### Kodiak Island Borough — a rural joint work-session model

Kodiak provides a useful small-borough example of structured joint work sessions. In March 2026, the Kodiak Island Borough School District and Borough Assembly held a public joint work session focused on the FY27 budget, budget submission deadlines, facilities maintenance, and possible school closures.

- Why it matters: these are exactly the kinds of topics that can become more contentious when the two bodies are not talking regularly.
- Potential benefit shown here: joint work sessions can create a public place to compare assumptions, surface issues early, and reduce misunderstanding before formal decisions are made.

## **North Slope Borough — a broader ‘trilateral’ model**

North Slope Borough offers another Alaska example, but with a broader table. Public calendars show a joint meeting between the Borough Assembly and the North Slope Borough School District in 2026, while district materials also show a trilateral meeting model that includes the Assembly, the school district, and Iļisaġvik College.

- Why it matters: this model recognizes that schools, higher education, workforce development, and community sustainability are interconnected.
- Potential benefit shown here: in rural places especially, collaboration can be designed around the larger system, not just around one budget line or one crisis.

## **A realistic Alaska takeaway**

Outside Anchorage, many Alaska examples are more relationship-based and less formalized. That is important in itself. It suggests that Lake & Peninsula would not be unusual if it chose to start with a modest structure such as one annual retreat, one budget/facilities work session, and one or two additional meetings focused on shared priorities.

## **National examples**

### **Alexandria, Virginia — joint capital planning built into the calendar**

Alexandria City Public Schools publicly lists recurring joint City Council/School Board work sessions on the capital improvement program (CIP). Its budget calendar shows a joint work session on the FY2025–2034 CIP, followed by later school board work sessions, public hearings, and adoption steps.

- Success story: joint work before adoption creates better alignment on long-range capital needs instead of waiting until projects become emergencies.
- Potential benefit: joint planning improves transparency around school facilities, timing, and fiscal tradeoffs.

### **Virginia Beach, Virginia — a shared long-range forecast**

Virginia Beach publicly describes its joint City Council–School Board meeting as the kickoff to the fiscal year budget process, with the city budget office and the school division presenting a five-year forecast together.

- Success story: the forecast puts both bodies in the same room at the front end of the budget cycle rather than after positions have hardened.
- Potential benefit: a shared forecast helps leaders discuss pressures, assumptions, and tradeoffs earlier and with a common set of facts.

### **Manassas, Virginia — school capital needs integrated into the city’s CIP**

Manassas offers a useful example of city–school collaboration around capital planning and the annual budget. Official city materials show a joint city/schools capital infrastructure process aimed at making recommendations on public capital needs, and the city’s adopted CIP documentation states that the school system’s CIP is incorporated into the city’s CIP. The city’s budget overview also explains that the School Board presents its recommended budget to City Council during the annual cycle.

- Success story: school capital needs are not treated as a separate conversation; they are folded into the city’s planning and adoption process.
- Potential benefit: this model can reduce duplication, improve sequencing, and make school projects easier to discuss alongside other local priorities.

## What these examples suggest is possible for Lake & Peninsula

- Better communication before tensions grow. Regular meetings make it easier to correct misunderstandings early.
- More productive budget conversations. Shared forecasting and joint work sessions help leaders discuss constraints before formal votes.
- Stronger facilities and capital planning. School maintenance, closures, and infrastructure are easier to discuss when both bodies see the same information together.
- Improved external advocacy. When two bodies speak together, they can send a stronger message to the state, the public, and other partners.
- A stronger foundation for difficult decisions. Formal collaboration does not remove disagreement, but it can create enough trust and clarity to make hard decisions more responsibly.

## A modest structure Lake & Peninsula could consider

- One annual joint retreat or workshop focused on shared purpose, relationship-building, and priority-setting.
- One joint budget/facilities work session each year before key decisions are finalized.
- One or two shorter follow-up meetings focused on progress, emerging issues, and communication.
- An issue-specific working group when needed for topics such as school sustainability, facilities, transportation, or legislative advocacy.

## Selected public sources

**Source note:** This briefing is based on publicly available materials from the Municipality of Anchorage; Kodiak Island Borough School District and BoardBook; North Slope Borough and North Slope Borough School District; Alexandria City Public Schools; the City of Virginia Beach; and the City of Manassas, including charter language, meeting calendars, agendas, budget calendars, capital improvement program materials, and official press releases.