

## Why Did Our Tax Bill go up for the School District?

Current School Referendum increased by \$150,000

\$325 per student increase w/o any legislative support, \$162,000

Increased voucher deduction by about \$200,000

Fund 80 - Community Fund, \$20,000

Total Levy increase this year was \$575,000



## How did other Municipalities Fair with Increases?

### Tax Increase Percentages by Township:

Bevent - 7.9%	Franzen - (-4.4%)	Alban - 19.2%	New Hope - 4.9%
Sharon - 17.7%	Stockton - 6.6%	Rosholt - 4.2%	Harrison - 9.0%

### Other Local Districts (largest increase reported online)

Stevens Point	36.1%
Mosinee	26.8%
Witt-Bim	14.1%
Iola-Scan	6.4%
Tomorrow Riv	21.0%
Almond-Ban	21.3%



# Why are referendums needed?

Wisconsin public school districts are mainly funded by a combination of state aid money and local property taxes. Despite an estimated millions of dollars in surplus in the state general fund, state aid has decreased relative to inflation for more than a decade. That means most districts require more money from local taxpayers to operate.

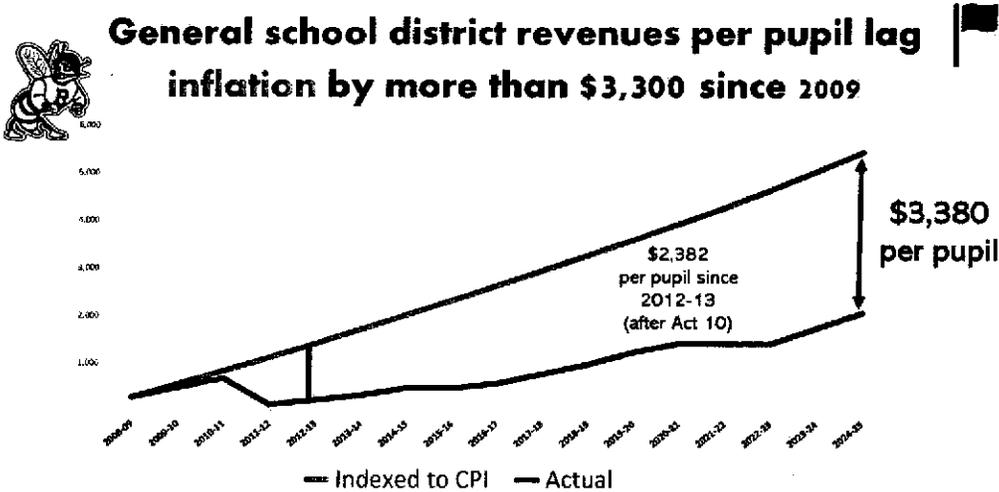
State aid for public schools was previously tied to inflation but has not been since the 2008-09 school year, resulting in less money for districts.

In 2024-25, state funding was \$3,380 less per student than if it had been tied to inflation since the 2009-10 school year, according to the Wisconsin Legislative Fiscal Bureau. That's \$1.7 million that Rosholt is not receiving each year.

Unless the school funding formula and state funding noticeably improves, referendums will, and are, becoming more common and necessary to keep schools operating.

## Revenue Limit Adjustments

- 2015-16 - \$0
- 2016-17 - \$0
- 2017-18 - \$0
- 2018-19 - \$0
- 2019-20 - \$175
- 2020-21 - \$179
- 2021-22 - \$0
- 2022-23 - \$0
- 2023-24 - \$325
- 2024-25 - \$325
- 2025-26 - \$0



## Board Approved Ballot Question?



Shall the Rosholt School District be allowed to exceed the revenue limit specified in § 121.91, Wis. Stats., by up to \$1.6 million in 2026-27; \$1.8 million in 2027-28; \$2.2 million in 2028-29; and \$2.2 million in 2029-30 in excess of the revenue limits set forth in Wis. Stat. § 121.91 for the purpose of sustaining facilities, equipment, staffing, and programming?

## Impact on the Community?



Year	Mill Rate	Yearly Impact 100K Home	Yearly Impact 200K Home	Yearly Impact 300K Home
2025-26 (current)	\$7.12			
2026-27	\$7.58	\$47.00	\$94.00	\$141.00
2027-28	\$7.76	\$18.00	\$36.00	\$54.00
2028-29	\$8.39	\$62.00	\$124.00	\$186.00
2029-30	\$8.42	\$4.00	\$8.00	\$12.00
Total Impact Over the 4 year period		\$131.00	\$262.00	\$393.00
Monthly Impact		\$2.73	\$5.46	\$8.19



## What Happens if the Referendum Fails?

If the April 2026 referendum fails:

- This coming 2026-27 school year will see a reduction in staff, as salary and benefits account for 67% of our expenses.
- The District will go to referendum again. The ask will be greater as the need to sustain operational expenses will be greater (even with 1 to 2 teacher/admin FTE reduction in staff)

If a November 2026 referendum fails:

- We will have to look at consolidating districts in the next 2-3 years, or becoming a K-8 district.
- We will go to referendum again. The ask will be greater as the need to sustain operational expenses will be greater.

If the next operational referendum fails:

- Our district will close and local taxpayers will still owe taxes to the next local district per their mill rate.

Tax relief will not come, noticeably, per our current state funding model.

## For More Information:

Contact: Dennis Kaczor, District Administrator

715-677-4541 ext. 301

[dekaczor@rosholt.k12.wi.us](mailto:dekaczor@rosholt.k12.wi.us)



Referendum Information on School's Website:

<https://www.rosholt.k12.wi.us/page/april-2026-referendum>

## *Rosholt High School*

Some of us find ourselves in the "Small Town" through choice, others because of the business advantages, probably dissatisfied with the community life, the recreational, and the educational advantages which the "Small Town" fosters.

Probably most of the latter group are financially able to find their entertainment and educational means in a nearby large city, but it is the group who are here by choice, who love the old town, whose parents probably before them have lived here and have given their best to make the town a better place in which to live, that truly make up the community.

Rosholt is a typical small town. We have a few dissatisfied with their lot but we have the majority who feel that our town is just about the best place in which to live, who are willing to work and sacrifice to make our communities, social, and educational facilities better.

Thus, we have found a small group in our community, years ago, working for a high school at home, realizing the advantages in giving the boys and girls an education and so make the lives of the children better than theirs have been. Many of these folks, being unable, financially, to send their children away to school, found it necessary, on the completion of the work in the local school, to have the children go to work and thereby close the door to the greater possibilities of life.

At an early date we find that Rosholt and the surrounding territory voted on the question of the Union High School, and although the movement was carried by a large vote in the village, a heavy vote in the rural district turned the tide against the proposition.

But thanks to the pioneers of this movement, they did not become discouraged but worked on, educating the populace to the good points of the movement.

The greatest factor to hinder the development of a High School in Rosholt has been the increase that it would mean in taxes. Our district is not overly wealthy and it is only good business sense for a man to determine how a proposition is going to affect his pocketbook. But education cannot be measured in dollars and cents. There is something greater in finding one's place in the world, to live better with his fellowmen, and to love nature and science which can only be opened to us through study.

Early in the fall of nineteen twenty-four, the leaders in the movement thought that the time was ripe to again attempt a vote on the High School movement. Petitions were circulated and more than enough signers were secured to bring the matter before the voters. A special meeting was called for Thursday evening February 14. To show what keen interest was taken, it is only necessary to mention that one hundred and one voters turned out and when the vote was taken seventy-six voted for and twenty-five against the proposition. The State Superintendent soon certified the vote and issued a certificate giving Rosholt a High School.

As the years pass by it is hoped that the High School may become more and more a factor in our community, that the young folks may appreciate the advantages that are given them, and work for the welfare of Rosholt so that the community, social, and educational life might be such that our citizenry might say, "There is no place like home."

## American School Spirit

It is absolutely essential for the development of the progress of a school that its pupils have the proper spirit. This can be successfully accomplished by following the roads of co-operation and unity.

In some countries the children are educated in order to become better soldiers. In other countries they are educated in religion. But in America, the Land of the Free, the children of to-day are educated to make them better men and women, better citizens of the country they love, and better citizens of the country they are so proud of. Does not a school, with this purpose, deserve the most rapid advancement? As you are an American citizen, you reply: "It does." But it also must be remembered that to bring about this advancement, school spirit is needed.

This essential school spirit is being brought out to a considerable extent through athletic contests. To uphold and praise a school with a winning team is not a very difficult proposition, but to be faithful and "stand by" when it has a losing record, is going to tax your school spirit, and that is the kind of spirit needed.

In our to-day's school, there should be no haphazard work but oftentimes students think there is a great deal in luck, in chance, and so they spend their High School years drifting, following lines of least resistance, and failing to become successful beginners in life. This is certainly not the proper spirit, for it takes a long time to become rooted in a permanent business, to get anchored in a vocation. So to be successful there must be an aim, an ambition to fulfill. It is most essential, for then all one's energies may be applied to carry out the broadening, deepening, widening, and enlarging along the line of the purpose. This, then, is the proper spirit which so very many of us lack.

Runners in the race of knowledge are not found only in college halls and universities, but in every High School and Common School. And the students with the proper spirit are the foremost in this intellectual race.

The school with the proper spirit is the school with the influence, the school that has its name mentioned by the many, the school that has prepared many for future life, and the school that you and I would enjoy attending. These are all brought about directly by the proper kind of American School Spirit.

The night has a thousand eyes,  
And the day but one,  
Yet the light of the bright world dies,  
With the dying sun.

The mind has a thousand eyes;  
And the heart but one,  
Yet the light of a whole life dies  
When its love is done

*Burdellon*