



Building Referendum 2025

Frequently Asked Questions



Why have these projects not been completed over time?

The capital project portion of a school district's annual budget in most Wisconsin school districts is not sufficient to address larger building maintenance projects or building renovation projects. It could take a district time beyond the life of the building component - such as a roof - to save enough funds to cover larger project costs. For the past 5 years, Shiocton has dedicated nearly 10% of its annual budget to general or daily maintenance needs, as well as to preventative maintenance measures. Much like our own homes, larger projects like new roofs, replacing plumbing, rewiring the electrical service, etc. - are far too large of a financial commitment to be afforded in an annual budget. A larger referendum is typically a community's best method for addressing building issues.

Should the referendum pass, what is the mill rate impact for the 25-26 SY when the first draw is taken on 7/1/2025?

\$1.30

Should the referendum pass, what is the additional mill rate impact for the 26-27 SY when the second draw is taken on 7/1/2026?

It is included in the projected impact for the 25-26SY so \$0.00

Should the referendum pass, what is the additional mill rate impact for the 27-28 SY when the third and final draw is taken on 7/1/2027?

It is included in the projected impact for the 25-26SY so \$0.00

Should the referendum pass, what is the mill rate impact for the 28-29SY and thereafter when the MPF amount "falls off", leaving all three draws being paid for by tax payers?

It is included in the projected impact for the 25-26SY so \$0.00

If equalized valuation increases approximately 5% each year*, what is the actual dollar amount taxes are anticipated to increase (or decrease) for each of these years?

As the district must do every year, the district will determine whether to levy the full amount allowed by law or levy less than the full amount allowed. As it has done in the past, the district typically will levy what is needed to meet our budget requirements.

Are you selling all three bond draws at one time? Are you selling the bonds associated with each draw prior to the July that the draw is taken?

The current plan of finance contemplates phasing the borrowings over 3 years – the Spring / Summer of 2025, 2026, and 2027. The phasing schedule is subject to change based on a variety of variables. Each bond issue sells in the market approximately 3 weeks prior to the closing (or draw) date.

How are we ensuring that the second and third draw interest rates will not exceed 4.5%?

In working with our municipal advisors, conservative interest rates were assumed for the plan of finance. While final interest rates are not set until each bond issue is sold, the rates assumed are still conservative today. We continue to work with our municipal advisors to maintain flexibility in the plan of finance so that adjustments can be made should interest rates rise. Factors such as the amount, amortization length, and timing of each specific borrowing are among the items that remain flexible to help the district ensure that mill rate targets are maintained.

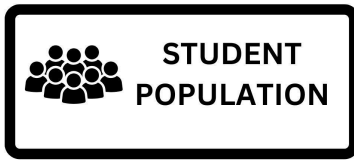
How much money does the District receive from the federal government? What happens if the Department of Education is closed and these funds are no longer provided?

For the current school year (FY25), the School District of Shiocton received \$295,785 from the Department of Education (DOE) to support expenditures related to instruction and the provision of services. Additionally, the District was allocated \$165,098 from the Department of Agriculture (USDA) to cover costs associated with providing meals to students. Together, these funds amount to approximately 4% of our annual budget.

Should these federal funds no longer be available through the DOE, District administrators will collaborate with members of the Finance Committee and the Board of Education to determine the most effective course of action to address the loss of revenue. This process mirrors the annual budget development that is presented to the community during the Annual Meeting in September. A balanced budget is crafted each year to ensure that expenditures are directed toward the programs and services that will benefit students and staff most, using the funds already allocated or approved for the district.

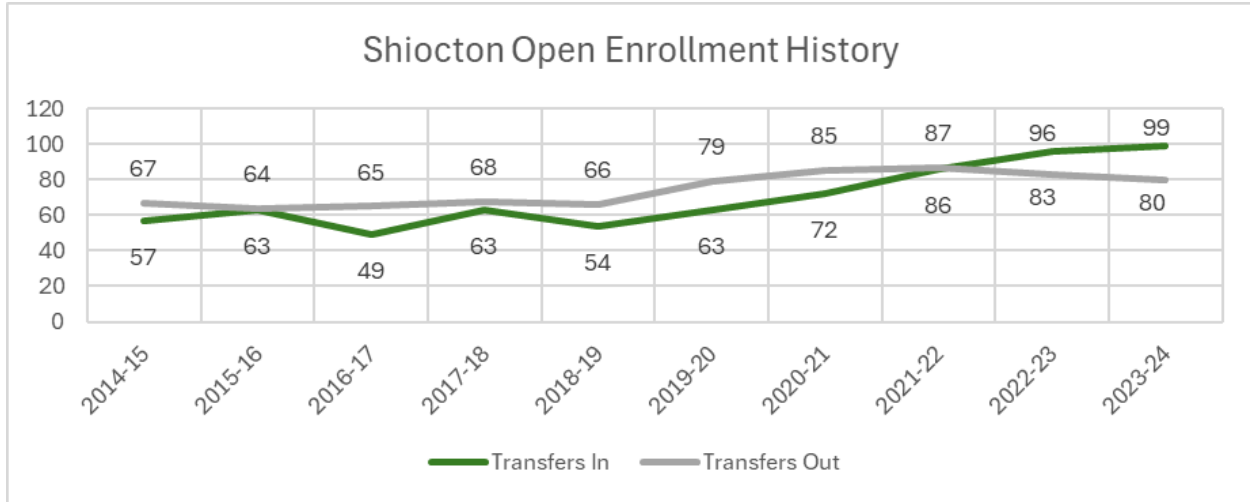
While it is unlikely that the full amount of federal funding will be eliminated in the near future, or that supplemental funding would not be provided by the state, the District is confident that its budgeting process will identify a viable solution to any potential loss of revenue.

It's important to note that school districts are bound by the funding amounts approved by voters through the referendum process—whether operational or capital—and cannot unilaterally increase the amount levied due to lost revenue from federal, state, or local sources unless new laws are enacted that would grant such authority.



Does Shiocton have more students open enrolling into our district rather than out of our district?

In recent years, our district has attracted more students living in other school districts than we have lost to other school districts. For many years, our school district has lost more students than we gained. The chart below tracks our positive progress over the last 10 years.



Why don't we incorporate with Hortonville Area School District?

There is no interest or indicators that we should be considering consolidation with any school district. The current trends show Shiocton enrollment holding steady and increasing slightly. Shiocton open enrollment is currently net positive which means we have more students choosing to come to our district than are choosing to leave our district. No significant sentiment has been voiced from our community to consider consolidation.

While a similar study doesn't exist in Wisconsin, a recent study of rural Maine school closures indicates that closure of a school does not change taxes in a community significantly. Taxes do not go down because all the cost of serving our students simply is transferred to another district. Quality of schools and proximity continue to be one of the top factors families and employers use in choosing a location to move or invest which would be lost if Shiocton was consolidated with another school district.

Why are the Fine Arts projects included when they were not supported in the survey as projects?

The relocation of the band room to a new addition is necessary because the current band room space is needed for the expansion of the locker rooms creating equitable locker room access.

The current chorus room is needed to relocate the middle school / high school office to be closer to the student parking lot and entry. The existing classroom space is being remodeled adjacent to the new band room to accommodate chorus.

The survey indicated the highest priority needs are infrastructure and maintenance, safe and secure entrances, technical education, and band room addition with chorus room relocation which all had a score of between 3 and 4 on a scale of 1 to 5.

Why are we planning for growth when the Shiocton area is not growing according to recent data?

The district is realistic in our goal to maintain and grow student enrollment. Our greatest opportunity is the attraction of new families to live in our district or to send their children to our district. This can occur through existing housing becoming available or through new residential development. The growth will be influenced by our ability to continually improve the quality of our school.

The county's comprehensive plan also targets the development of transportation corridors in the county to the areas where most of our employment opportunities already exist. As transportation develops, areas like Shiocton will continue to become more attractive to families and to development.

Additionally, the information the district provided in our Myths and Facts flyer clearly shows the district is focusing on growth that is not just quantitative but also qualitative in our response to the myth that enrollment is the only thing that impacts the size and growth of a school.



Are there going to be metal detectors installed with the Safety and Security projects?

Metal detectors are not anticipated to be part of this project. The safety and security measures will be discussed and reviewed during the design and construction process with a collaborative team of law enforcement, security consultant, security sub-contractor, architect, school administration, school staff, school safety committee, and the school board.

As part of your planning and design for the Safety and Security parts of the school projects was a Crime Prevention Through Environmental Design (CPTED) survey completed?

A full CPTED survey has not been completed prior to the establishment of the current referendum questions because the need to incorporate the basic components of safe and secure entries into our school were clearly evident. The analysis completed by our local law

enforcement and our planning, design, and construction consultant were clear that these elements need to be addressed immediately.

A CPTED survey will be completed as part of the collaborative safety and security design team's design process to not only review the secure entry projects, but all of the projects being considered as part of this referendum to best achieve the principles of CPTED; Natural Surveillance, Access Management, Territoriality, Physical Maintenance, and Order Maintenance. The safety and security analysis is an integral component of the much more detailed and intensive design process that occurs in the school design process after initial planning is completed.

Our partners in this process, Hoffman Planning, Design, and Construction, incorporate the tenants of CPTED in all of their school work. Hoffman has presented several times to Wisconsin school organizations on *Planning for Safety and Security Issues with School Construction*, a presentation covering the comprehensive implementation of CPTED and other security strategies.

Information on the CPTED survey and more can be found at the website SchoolSafety.gov (<https://www.schoolsafety.gov/>).

FEDERAL FUNDING IS ESSENTIAL TO Shiocton School District

Recent executive orders and proposed cuts threaten vital federal funding and programs that support Wisconsin's public schools and libraries. These resources support students with disabilities, economically disadvantaged students and families, youth mental health programs, English language learners, smaller class sizes, and help fund important initiatives like access to school meals, career and technical education, academic opportunities, and more.

The Wisconsin Department of Public Instruction has launched [a new interactive map](#) showing how federal funding affects each school district across the state.

The federal government provides critical funding for:



School meals
for hungry kids



Special education services
for kids with disabilities



Learning supports for
students experiencing
poverty



Mental health supports,
career and technical
education, science, math,
technology education, and more



Educator professional
learning and smaller class
sizes

Federal Funding for the Shiocton School District:

\$460,884

4% of total funding

Cuts to federal school funding jeopardizes

\$295,785

U.S. Department of Education funding (FY 25) to the
Shiocton School District.

\$165,098

U.S. Department of Agriculture funding in 2023-24
to cover meals for hungry kids.

3 Educator Jobs

The funding the Shiocton School District receives
from the USDE is equivalent to the cost of hiring this
many teachers and education professionals.



WISCONSIN DEPARTMENT OF
Public Instruction