

BASA Update

June 2025



Ohio's Superintendent Association

Leadership

Current Challenges

Focusing on external and internal stakeholders

Contract Issues

Facing the New Realities

**Planning
for the
Future**

Contingency Plans

Updates

Member Survey
New Mentorship Program

Legislative Update

June 2025



Ohio's Superintendent Association

*Overview of
GRF Revenues
through May
2025*



May 2025 Bottom Line

Plus \$810.3 million

Total GRF revenues were \$1.033 billion ahead of projections for the first eleven months of the fiscal year

GRF expenditures were \$267 million below estimates for the first eleven months of the fiscal year

**Source – OEPI - Dr. Howard Fleeter*

Note – OBM revised revenue estimates for FY 25 downward by 1.003 billion in August, 2024

HB 96
The Budget



The Budget Schedule

Key Dates

6/24/25 – Conference Committee Adopts Final Budget Report

6/25/25 – Final House and Senate Vote on Operating Budget

6/30/25 – Legal Deadline for Signature

HB 96

*Senate As
Passed
Budget*



HB 96 – Senate As Passed Budget

Prohibits a school district board of education from paying employee contributions to the State Teachers Retirement System on behalf of a superintendent employed by the school district or to the School Employees Retirement System on behalf of a treasurer employed by the school district.

HB 96 – Senate As Passed Budget

Income Tax Reduction and Transition to Flat Tax

Current Tax Brackets 2.75%

3.5% (for those earning more than \$100,000)

2026 Tax Brackets 2.75%

3.125% (for those earning more than \$100,000)

2026 Tax Bracket 2.75%

Cost of Tax Reduction – Approximately \$1.1 billion over the biennium

HB 96 – Senate As Passed Budget

ends Years 5 and 6 of the Fair School Funding Formula

Freezes Base Cost Inputs (FY 22)

Guarantees district funding at FY 20 Levels (temporary transition aid) (this is the main guarantee impacting over districts)

Formula Transition Supplement is maintained using FY 21 Levels (impacts approx. 100 districts)

Provides Funding Enrollment Growth

Provides performance funding for Districts based on overall rating on the state report card and progress ment

Changes DPIA Calculation

Removes supplemental targeted assistance guarantee

Model simulations emailed on Wednesday, June 4, 2025

HB 96 – Senate As Passed Budget

Performance Payments

Provides a performance supplement in FY 2026 and FY 2027 to districts that received any of the following on the state report card for the 2023-2024 school year:

- (a) an overall performance rating of four or more stars,**
- (b) a performance rating of three or more stars on the Progress component, or**
- (c) a higher performance rating on the Progress component than the district received for that component on its 2022-2023 report card.**

Calculates the payment as equal to a district's current year enrolled ADM times \$26 times the greater of the number of stars the district received for its overall performance rating or its Progress component rating on the state report card for the 2023-2024 school year.

HB 96 – Senate As Passed Budget

DPIA

Requires DEW, for FY 2026 and FY 2027, to calculate a district's disadvantaged pupil impact aid (DPIA) by using a weighted number of economically disadvantaged students equal to the sum of

(a) the number of economically disadvantaged students reported for the district for FY 2025, as of June 1, 2025, multiplied by 75% for FY 2026 and 65% for FY 2027, and

(b) the number of directly certified economically disadvantaged students for the fiscal year multiplied by 25% for FY 2026 and 35% for FY 2027.

***Note – Number of students calculated using average daily membership - ADM**

HB 96 – Senate As Passed Budget

Enrollment Growth

Calculates the payment as the product of a district's current year enrolled ADM and

(a) \$225 in FY 2026 for districts whose enrolled ADM grew by at least 5%, and

(b) \$250 in FY 2027 for districts whose enrolled ADM grew by at least 3%.

Costs for each scenario

(traditional public schools only)

Executive Budget \$31.6MM decrease in FY 26
\$40.2MM decrease in FY 27

House Budget \$100.8MM increase in FY 26
\$78.3MM increase in FY 27

Senate Plan \$101.9MM increase in FY 26
\$90.5MM increase in FY 27

***FY 26 numbers compared to FY 25 baseline FY 27 numbers
compared to proposed FY 26 numbers**

Cash Balance Cap



HB 96 — Senate As Passed Budget

Raises the threshold for carryover balances allowed before a county budget commission must reduce a school district's property tax collections from 30% to 50%.

Allows a district to adopt a resolution reserving a portion of the carryover balance for current or future permanent improvement expenses, which can be utilized within the next three years without counting toward the 50% threshold. If not used for this purpose within three years, the funds will be applied to reduce property taxes if designated by a BOE by October 15, 2025.

Requires school boards to submit appropriations, revenue, and fund balance assumptions included in the boards' budget for that fiscal year, in addition to three-year projections of operational revenues and expenditures

Discussion



Property Tax Reform



HB 96 – Senate As Passed Budget

Requires that current emergency and substitute tax levies be included in the calculation of a school district's 20-mill floor or a joint vocational school district's 2-mill floor for property tax purposes.

Eliminates the following types of levies: replacement property tax levy, fixed-sum emergency levy, substitute levy and combined school district income tax and fixed-sum property tax levy; and renewals with an increase, generally beginning with elections held on or after Jan. 1, 2026.

Prohibits a school district from proposing a current expense levy if it has a general fund carryover balance of over 100%.

Requires current expense levy ballot language to include the percentage and dollar amount of any general fund carryover balances.

HB 96 – Senate As Passed Budget

Requires school boards to obtain a two-thirds vote of all members to put a tax levy on the ballot.

Increase the reduction amount of the standard property tax homestead exemption from \$28,000 to \$32,000 while increasing the income threshold from \$40,000 to \$42,500. Also increases the enhanced homestead exemptions for disabled veterans and surviving spouses from \$56,000 to \$59,000.

Requires the creation of a statewide screening system to ensure that the owner-occupied property tax credit and homestead exemptions are appropriately applied.

HB 96 – Senate As Passed

Budget

Forecasts

Requires each school district board of education to submit appropriations, revenue, and fund balance assumptions contained in the board's budget for that fiscal year, in addition to projections of expenditures, revenues, and fund balances for the three succeeding fiscal years.

Requires each district board to submit its current budget information and three-year projections by August 31 of each fiscal year and updated information and projections by the last day of February of that fiscal year.

For FY 2026, requires each school district to make the initial submission of current budget information and three-year projections by October 15, 2025.

HB 335 – Property Tax Reform

Rep. D. Thomas (R)

Includes language from the following previously introduced bills:

HB 129

HB 186

HB 309

Removes the ability of counties, schools, villages, and cities to levy unvoted inside millage

- Townships may continue to receive their current inside mills, as they have no other taxing authority

HB 129 – 20 Mill Floor

Rep. D. Thomas (R)

Includes emergency and substitute levies in calculation for 20 mill floor

Limit the ability of school districts to reallocate unvoted property tax millage

Would move approximately 50% of “floor” districts off the floor

HB 186 – 20 Mill Floor Cap

Reps. Hoops (R) and D. Thomas (R)

Caps the revenue schools will receive due to the 20 Mill Floor to inflation moving forward

~~**Adjusts the school funding formula to account for revenue cap**~~

~~**Does not result in loss of current revenue to schools, but slows and limits the unvoted revenue they would receive to inflation**~~

HB 309 – Budget Commissions

If, as shown by the tax budget or other information, the unencumbered balance in any fund at the end of the current fiscal year is estimated to be in excess of thirty percent of the total estimated expenses from that fund through the end of the fiscal year, the county budget commission shall hold a public hearing to consider adjustments to any tax levies, the receipts of which are deposited into that fund.

The taxing authority shall be given the opportunity to present its position at the public hearing

No levy may be reduced to a level that would cause a district to levy less than 20 mills

Advocacy Efforts

Please review the alert sent on June 10, 2025

Statewide webinar scheduled for Monday, June 16th from 12-1PM.

- Dr. Howard Fleeter will explain HB 335**
 - Explanation of Senate budget**
 - Discussion of advocacy plan**
-
- Build a coalition with fellow local government leaders**
 - Consider joint outreach to legislators, media, and social media**
 - Quantify impact of inside millage loss**
 - Equivalent number of teachers, classrooms, programming etc.**

GUEST | Opinion *This piece expresses the views of its author(s), separate from those of this publication.*

Worthington Schools would be gutted if proposed budget passes. We'd cut 150 jobs. | Opinion

Trent Bowers Guest Columnist

Updated June 11, 2025, 9:05 a.m. ET

Discussion



Ohio's Superintendent Association

HB 96

Policy Areas



Youth Suicide Awareness and Prevention

Eliminates the option for each school district, community school, STEM school, or college-preparatory boarding school to adopt or adapt curriculum developed by DEW on youth suicide awareness and prevention for use in delivering inservice educator training on those topics thus requiring each district or school to develop its own curriculum.

Eliminates the option for a school employee to satisfy youth suicide awareness in-service training through self-review of suitable suicide prevention materials approved by the school board or governing authority.

Eliminates the requirement that child sexual abuse in-service training for educators be provided by law enforcement officers or prosecutors and instead requires a district board to develop its own curriculum in consultation with public or private agencies.

Diagnostic Assessments

Removes requirement for ODEW to disaggregate diagnostic assessment data by race and socioeconomic status

Removes ability of district to choose when to administer diagnostics and now requires at least once annually by September 30

Removes ability of districts to select their diagnostics

DEW will provide a list of up to 5 from which a district must choose

Disposal or Demolition of School Property

Permits a school district, prior to demolishing a building worth more than \$10,000, to offer that building to other qualifying schools under the law regarding the right to first refusal to purchase district real property and then at a public auction if it is not initially purchased.

Exempts from that requirement a building that is located on, or adjacent to, a tract or parcel of land where other school district buildings that are used for educational instruction are located.

Requires a school district board to accept the highest bid at a public auction of a real or personal property.

Facilities

Modifies the definition of an unused school facility under the Senate substitute bill as follows:

- **Bases the definition partially on a building's student enrollment in the three most recent school years instead of in the two most recent school years;**
- **Removes from the definition a school building that, in the two most recent school years, had enrollment less than 60% of the maximum student enrollment established for the building in its architectural specifications or master design plan approved by OFCC;**
- **Removes the clarification that the student enrollment of a building in the ten most recent school years includes the current school year.**

Facilities

Exempts the following from the involuntary disposition law:

- **A building that, in the three most recent school years, had student enrollment that was less than 60% of the building's greatest student enrollment in the ten most recent school years if it is the only district building that serves one or more grade levels or the building's student enrollment decreased because it was undergoing repairs or renovations that caused a portion of the building's instructional space to be unusable; and**
- **A school building that is primarily used to provide career-technical education or has specialized classroom facilities necessary for the district to operate its career technical education program.**

School Sports Eligibility – Ice Hockey

Permits a school district superintendent to allow a student enrolled in another school district the opportunity to participate in ice hockey as an interscholastic athletic activity at a school operated by the superintendent's district if (1) the district in which the student is enrolled does not offer ice hockey, (2) the district in which the student is enrolled is located less than 20 miles from the superintendent's district, and (3) the superintendents of both districts enter into an agreement approving the student's participation.

Prohibits requiring a student to enroll in, or be a resident of, the district that offers ice hockey to participate in ice hockey at that district.

Requires a student participating in ice hockey at a school district other than the district in which the student is enrolled to be of the appropriate age and grade level as the school in which the student is participating in ice hockey and to fulfill and be subject to the same academic, nonacademic, and financial requirements as any other participant, including trying out for a position on the team.

Math Acceleration

Defines advanced learning opportunities in math and advanced math course as a course that provides academic content or rigor that exceeds the students grade level standards

Requires districts to provide students achieving at advanced skill on state math assessments with advanced learning opportunities in the following school year

Students in advanced learning course will take any required assessments for that course

Districts are not required to do this if they do not offer the advanced course in the next grade level

District must notify parents when student qualifies for opportunity- parents will select whether to enroll their student in the course

Advanced learning opportunities in math include a math course that is two grade levels above the student's current grade level.

Release Time Religious Instruction

Requires a school district to allow students to attend a released time course in religious instruction for at least one 33 periods per school year.

Requires school districts to permit students to bring external educational and program materials into school.

Intervention

Requires school districts, community schools, STEM schools, and college-preparatory boarding schools to provide evidence-based academic intervention services, free of cost, to qualifying students who demonstrate a limited level of skill in state assessments in math or English language arts.

Requires DEW to randomly select 5% of districts and schools for a review of their academic intervention services, beginning with the 2025-2026 school year, and each school year thereafter.

Requires districts and schools to develop a mathematics improvement and monitoring plan for each student who qualifies for math intervention services, beginning with the 2025-2026 school year.

Requires each district or school to develop a mathematics achievement improvement plan if 51% or less of the district or school's students who took the third grade math achievement assessment attained at least a proficient score on the assessment, beginning with the 2025-2026 school year.

Intervention (continued)

Requires a district or school to involve the student's parent or guardian and classroom teacher in developing the mathematics improvement and monitoring plan and requires the plan to include all of the following:

- (1) Identification of the student's specific mathematic deficiencies.**
- (2) A description of the additional instructional services and support to be provided.**
- (3) Opportunities for parent or guardian involvement in the services and support.**
- (4) (A process for monitoring the extent to which the student receives the service and support.**
- (5) A mathematics curriculum during school hours that assists students in mathematics at grade level, provides scientifically based and reliable assessment, and provides initial and ongoing analysis of each student's progress.**
- (6) High-dosage tutoring opportunities aligned with the student's classroom instruction through a state-approved vendor or locally approved opportunity that aligns with best practices, including additional instruction time delivered at least three days per week or at least 50 hours over 36 weeks.**

Work-based Learning Hours for Graduation

Shifts, for the purposes of demonstrating competency to meet the state's high school graduation requirements, a student's completion of 250 hours of work-based learning experience from a supporting option to a foundational option (continuing law permits a student that is unable to demonstrate competency by earning a certain score on state math and English language arts end-of-course exams to demonstrate competency by, among other avenues, showing career readiness in two career-focused activities, one of which must be a foundational option while the other may be a supporting option).

Industry-recognized credentials

Eliminates the requirement for the DEW Director's industryrecognized credentials committee to establish a point value system for credentials to help determine whether a student qualifies for a high school diploma and, instead, requires the committee to establish a new set of criteria for that purpose

Cell Phone Policy

District cell phone policies must be adopted by 10/6/25 to prohibit all phone use by students during the instructional day unless the student has an IEP or 504 and needs the phone for student learning or to monitor and address health issues.

Requires each public school administrator to include in its comprehensive emergency management plan a protocol that addresses student use of cellular telephones during an active threat or emergency and suspends the bill's cellphone prohibition during an active threat or emergency if permitted under the building's comprehensive emergency management plan.

Education and Workforce Data Insights Board

Establishes the Education and Workforce Data Insights Board ("Board") within the Governor's Office of Workforce Transformation to make the state's education and workforce data more useful, applicable, and beneficial to the state's citizens.

Sets the composition of the Board as consisting of not more than 15 members, including specified state agency directors, stakeholders appointed by the Governor and, if determined necessary by the Governor, members of the public with extensive experience in relevant topics.

Requires the Board to meet at least quarterly in a public setting, to provide one week's advance notice of the meeting's date, time, and location, and to post meeting materials and, if possible, recordings to the Board's dedicated web site.

Requires the Board to develop a vision, mission, and strategic plan, within 270 days of the section's effective date, and review at least once every 5 years.

Kindergarten Readiness Assessment

Eliminates the kindergarten readiness assessment, its use on the state report card, and related data collection and reporting requirements.

Community School Transportation Pilot

Requires DEW to establish and implement a community school transportation pilot program for the 2025-2026 and 2026-2027 school years to assist community schools to provide transportation services to their students.

Harmful Effects of Substance Use

Requires each public school and permits each chartered nonpublic school to annually provide instruction to students in grades K-12 on the harmful effects of short-term or chronic substance use.

Requires a school district's instruction in the harmful effects of and legal restrictions against the use of drugs of abuse to include instruction regarding marijuana, opioids, and opiates.

Requires school districts to include bullying and hazing in its Health Education Curriculum

Requires DEW to conduct a survey on public school compliance with the required health curriculum and substance use instruction.

Educator Employment Data

Requires DEW to annually collect school district employment and vacancy data for teachers, related services providers and other providers of specialized services, principals and assistant principals, paraprofessionals, bus drivers, and any other positions determined by DEW.

Also requires DEW to collect employment data for community and STEM schools.

Requires DEW to report the aggregated number of vacant positions by type of position, subject area, geographic area, methods used to fill vacant positions, including certain specified methods, and positions that remain unfilled.

Educator Employment Data

Requires DEW to report the number of educator positions filled by nontraditional teachers and the reasons why a position was vacant and expands the list of specified methods used to fill vacant positions.

Requires DEW to collect and report educator preparation program enrollment and completion rates, the number of new educator licenses issued annually, educator retention, and educator demographic data.

Requires DEW, to the extent possible, to report all collected data at the state, district, and school level.

Voucher Accountability

~~Requires DEW to establish a system for comparing the performance data of state scholarship students enrolled at chartered nonpublic schools with the data of similar students in nearby schools.~~

Athletic Participation

Limits the law that permits a student who is the victim of certain qualifying offenses to participate in interscholastic athletics at a different school to only home-educated students by eliminating the eligibility of students who are enrolled in a public or nonpublic school or another school district

Limit on Administrative Expenses

Prohibits any school district board of education from expending more than 15% of its annual operating budget on administrative salaries and benefits and other costs associated with the district's administrative offices.

LSC Note - The vast majority of districts appear to be under the limit based on FY 2024 operating expenditures reported by school districts to DEW.

BASA Note – There is no definition of administrative expenses in the language.

Graduation and Career Plan Requirements

Changes reference to graduation plan to graduation and career plan and requires that plans include post-graduation career goals and aligning the students high school experience to those goals

Allows districts to partner with an organization for career planning and advising supports

Graduation and career plans must align to any student success plan

Eliminates RESA summative assessment

Eliminates the requirement to take performance based assessments as a part of teacher residency program

Educator Assignment

Superintendents must assign teachers based on best interests of students enrolled in the district

When assigning, reassigning or transferring a teacher, whether voluntary or involuntary on the part of the teacher, the superintendent shall not use seniority or continuing contract status as the primary factor in determining the teacher's assignment.

The bill not withstands collective bargaining agreements entered into on or after the effective date of the bill.

Transportation

Requires the DEW Director to establish a workgroup on student transportation and develop recommendations

Reduces the state share of transportation funding compared with the governor's proposal using a minimum state share of 43.75% in FY 26 and 45.83% in FY 27

Removes a House provision that prohibited districts that use mass transit to transport students from using a central transit hub

Transportation Workgroup

Requires the student transportation workgroup to monitor and review student transportation system during the 2025-2026 school year, conduct a study of and develop recommendations regarding the feasibility of a school district to transport students enrolled in a community school or nonpublic school on days that the community school or nonpublic school is open for operation with students in attendance but the school district is not, submit a one-time report, and disband following the report's submission, rather than generally monitoring and reviewing the system and issuing an annual report.

State Board of Education

Restores Current Law on makeup of the State Board of Education and requires candidates for the State Board to appear on the ballot with political affiliation and makes the following changes:

- **Reduces SBE membership from eight members appointed by the Governor and 11 elected members to a total of five members appointed by the Governor.**
- **Abolishes the offices of the elected SBE members upon expiration of their current terms or a vacancy in their offices.**
- **Abolishes the offices of the first three appointed SBE members whose terms expire or who vacate their offices.**
- **Modifies the representation requirements for appointed SBE members to require at least one member to represent each of a rural, suburban, and urban school district, a community school, and a chartered nonpublic school.**
- **Changes criteria for determining whether absences lead to a vacancy in SBE from two absences for reasons that are declared insufficient by a vote of 12 members to three absences for any reason.**
- **Eliminates all requirements regarding the election of SBE members.**

Partisan Board of Education Elections

Requires candidates for the local school boards and ESCs to appear on the ballot with political party designation.

Requires those offices to be treated as partisan offices under the Election Law for all other purposes ,such as filling vacancies on the ballot.

Territory Transfers

Requires the SBE to approve a proposed school district territory transfer if:

- 1. The territory is being transferred to an adjacent school district;**
- 2. The district from which the territory is being transferred has received an overall performance rating of less than two stars for two or more consecutive school years; and**
- 3. No party opposing the proposed transfer has presented to the SBE clear and convincing evidence that any information used to facilitate the transfer is incorrect or inaccurate.**

Note – Currently only applies to the Jefferson Township Local School District in Montgomery County

Student Absences

Beginning in the 25-26 school year, requires each public school to report the causes of student absences by category

Requires districts to excuse, up to eight hours (two hours over four days), the absence of a high school student to attend a private driver education course, districts must allow students to make up any missed assignments.

Clarifies that a public school may partner with private entities, in addition to public and nonprofit entities, to assist students and families in reducing absences.

Current Legislation

***Link to Ohio General Assembly legislative
search engine***

QUESTIONS and OTHER ITEMS



Contact Information

Imhoff@basa-ohio.org

(O) 614.846.4080

@BASA_Supt

