

RECORD OF PROCEEDINGS

WADSWORTH CITY BOARD OF EDUCATION

Minutes of Special Meeting

Date: September 24, 2026

The Wadsworth City Board of Education met in Special Session on Thursday, September 24, 2026, at **5:30 P.M.** at WHS Media Center, 625 Broad Street.

PLEDGE OF ALLEGIANCE

ROLL CALL

Present	Gordon, Beck, Fisher, Batey
Absent	Stevens (via phone)
Administrators	4
Staff	3
Visitors	4
Student Liaison	Mason Willmott

26-09-115 APPROVAL OF BOARD MINUTES

The motion was made by **Fisher**, seconded by **Batey**, to approve the following Board of Education Meeting Minutes:

Regular Meeting September 14, 2026

VOTE: Yea - Beck, Fisher, Batey, Gordon
 Nay - None Motion Carried,

PUBLIC PARTICIPATION

ITEMS OF THE TREASURER

26-09-116 Upon the recommendation of Treasurer Beeman, the motion was made by **Gordon**, seconded by **Batey**, to adopt the Action Consent Item from the September 24, 2026, Special Meeting, as presented:

A. ACTION CONSENT ITEM

1. Recommendation to approve the Fiscal Year 2027 Amended Certificate of Estimated Resources. (ATTACHED)
2. Recommendation to approve the Fiscal Year 2027 Permanent Appropriations Resolution. (ATTACHED)

VOTE: Yea - Beck, Fisher, Batey, Gordon
 Nay - None Motion Carried,

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BOARD MEMBER ITEMS

TIM BECK: Will work with principals to get positive stories from each building for social media.

26-09-117 The motion was made by **Batey**, seconded by **Fisher**, to adopt the Board Member Item Ratification of Resignations from the September 24, 2026, Special Meeting, as presented:

A. RATIFICATION OF RESIGNATIONS

1. Joseph Snyder WMS Student Council Advisor (Suppl.)

VOTE: Yea – Beck, Fisher, Batey, Gordon
Nay – None

Motion Carried,

DISCUSSION

Dr. Hill presented reductions over the past five years, along with a list of areas in which the District exceeded State minimum operating standards. Doug Beeman presented the projected costs for each of these areas.

The November and April fiscal precaution plans were reviewed. Dr. Hill also reminded the Board of approximately \$4.5 million in reductions implemented at the beginning of the 2026-27 school year.

Dr. Hill and Tim Beck reviewed the results of both the spring survey, and the community survey conducted this week. Each Board member provided feedback regarding their interpretation of the survey results. The general conclusion was that the surveys did not provide a clear indication of which items should be prioritized for reduction.

The reductions presented and discussed would be effective beginning with the 2027-28 school year.

State Funding and Local Revenue

Doug Beeman reviewed the current State Aid situation in Ohio, including the relationship between high property tax rates and low-income tax rates. The State has reduced the income tax rate in Ohio, which has had a direct impact on school funding and directly increased property taxes.

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Transportation

Julie Batey stated that the Board should review transportation. She reminded the Board and community that the October 2025 fiscal precaution plan identified a reduction in transportation for the 2027-28 school year if the levy is not passed.

Dr. Hill reviewed the laws and regulations governing school transportation, as well as the requirements the District must consider when evaluating potential reductions.

Extracurricular Activities

The Board discussed whether reductions to extracurricular activities would involve eliminating programs or making certain activities self-supporting through participation fees. Amanda Gordon stated that reducing school operations to State minimum levels, including eliminating extracurricular activities, would negatively impact the schools, students, and the broader community, describing these activities as an important part of the heart of the community.

Mason Willmott spoke about the opportunities extracurricular activities have provided him and the role they played in his development as a student. He also discussed the importance of student activities in the college application process, noting that his own college applications placed significant emphasis on his activities and leadership experiences. He also discussed the ineffectiveness of the Character Strong Program, particularly at the middle and high school levels.

Building Closure and Class Size

The Board discussed whether closing a school building should be considered as a potential reduction. It was noted that any building closure would need to consider the legal and operational ramifications, as well as projected future enrollment growth associated with new residential development.

Amanda Gordon discussed the potential impact of increased class sizes and encouraged the Board to prioritize preserving elementary class sizes.

Mason Willmott provided additional context regarding class size based on his experiences as a student. He stated that, in his view, class size at the elementary level is more important than class size at the high school level.

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Kindergarten

Amanda Gordon expressed concern about eliminating all-day kindergarten, noting that reducing it to half-day kindergarten could create additional inequities among students and families.

Gifted Services

Julie Batey requested additional clarification regarding elementary gifted services. Dr. Hill provided a summary of how gifted services are currently delivered at the elementary level.

AP and CCP Courses

Dr. Hill provided a summary of Advanced Placement (AP) and College Credit Plus (CCP) courses, including how these programs affect State funding and class sizes.

Prioritization of Potential Reductions

Tim Beck asked whether the Board should develop a phased or tiered list of potential reductions, such as Tier 1, Tier 2, and Tier 3.

Amanda Gordon suggested that the Board not make concrete decisions at this point but instead provide the community with a comprehensive list of items being considered for potential reduction. Tom Fisher reiterated that the entire list of potential reductions should be shared with the community, including the specific areas that could be reduced.

Julie Batey agreed with providing the broader list but emphasized that the community should focus on transportation, which is currently the only reduction specifically identified as an open item in the fiscal precaution plan.

Community Support and District Values

Tim Beck stated that the things a community values come with a cost. He noted that the District exists in its current form because generations before the current community valued and supported Wadsworth City Schools. He encouraged the community to continue supporting the District's programs and opportunities. He expressed his belief that, with the strength of the Wadsworth community, the District can withstand the State's reductions in public education.

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Discussion Guide:

Below is a list of areas in which we exceed the state minimum operating standards, as set forth in [Ohio Administrative Code sections 3301-35-10 to 3301-35-16](#). The list represents areas where our Board may be able to identify significant savings if reductions are necessary. The list is not fully inclusive. Just because an area is included below does not mean a recommendation is being made to reduce within the area, nor does the order in which areas are listed have any significance. This document is intended to supplement the items in the Future Planning and Future Planning Follow-Up surveys and to serve as a resource for further discussion by our Board of Education.

Student Well-Being and Mental Health Services

There is no state minimum ratio required for school counselors. [Ohio Administrative Code 3302.03](#) requires the following to be reported on the state report card:

“The average ratio of school counselors to students in a district or building;”

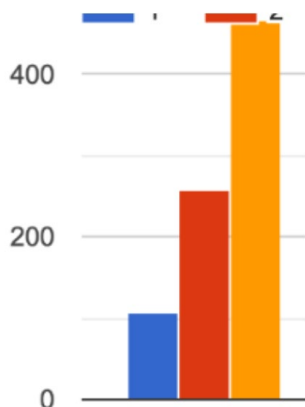
[The American School Counselor Association](#) recommends the following:

“ASCA recommends a 250-to-1 ratio of students to school counselors; the national average is actually 372-to-1 for the 2024–2025 school year (the most recent year for which data is available).”

In Ohio, the average in 2024-2025 was 380-to-1.

In Wadsworth, our average for the 2024-2025 school year (using the same school-year comparison as above) was 266-to-1 (total number of students in K-12 [3,993] divided by the total number of school counselors in K-12 [15] as taken from the [2024-2025 Class Size and Student Enrollment Projections](#) and [2024-2025 Staffing Analysis](#) documents).

We know from our [Future Planning Survey](#) that when asked to rate the value, with 1 being of least value and 3 being most value, respondents indicated the following about access to student well-being and mental health services:



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The Board of Education's Mental Health Committee focused on our school counseling staffing ratios during the 2019-2020 school year. The said Committee's work ultimately ended up over the course of a number of years, with the Board ensuring that each building had at least one (1) full-time school counselor and those with more than one (1) were staffed to meet student need, and that the District had a Student Well-Being Mental Health Coordinator.

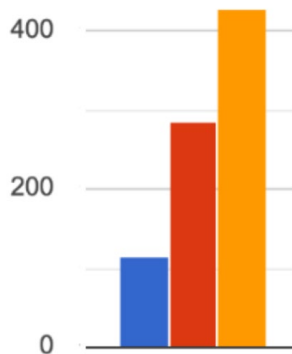
If we were to look to reduce services in this area, the big areas to focus on are the following:

- The number of School Counselors, and
- The Student Well-Being/Mental Health Coordinator position.

Extracurricular Activities

While there is no legal requirement for the Board of Education to provide extracurricular activities, our District offers a wide array of such opportunities because we believe in their value.

We know from our [Future Planning Survey](#) that when asked to rate the value, with 1 being of least value and 3 being most value, respondents indicated the following about access to affordable extracurricular activities:



We also have a survey question on this topic in our Future Planning Follow-Up Survey, which is open through September 23.

Staffing/Class Size

We conduct a staffing analysis annually to assess compliance with the requirements set forth in the Ohio Administrative Code. To view our most recent staffing analysis, click [here](#). While the staffing analysis is helpful from a compliance perspective, the way overall student-to-teacher ratios are calculated for all students in grades K-4 and K-12 can be misleading due to how employees are assigned to the employee category.

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As a result, we also complete a class size and enrollment projection document annually, as it provides a clearer picture of what a person would see (number of students per teacher) if they walked into a classroom at any grade level in our buildings. You can view the most recent class size and enrollment projections document by clicking [here](#).

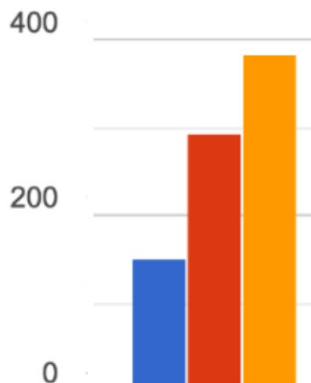
As a result, while we have benchmarks to measure compliance in the Ohio Administrative Code, a better way for us to look at staffing is to consider how reductions in the number of teachers would affect class sizes across different grade levels.

The best way for this topic to be discussed may be to focus on what we want our class size to be at each grade level or in different grade level spans to be. For grades K-6, the averages for the current school year are as follows:

<u>Grade Level:</u>	<u>Total Enrollment:</u>	<u>Number of Teachers:</u>	<u>Class Size Average:</u>
K	224	10	22.4
1st	268	11	24.4
2nd	275	11	25.0
3rd	265	10	26.5
4th	256	10	25.6
5th	323	12	26.9
6th	298	11	27.1

The class size averages for the middle and high schools are not as easy to calculate because not every class period is evenly distributed with the same number of students (e.g., a teacher may have twenty-one [21] students in 1st period and thirty [30] students in 2nd period). When we calculate average, they are determined by calculating the averages within a grade-level subject at the middle school and the average for each teacher in each subject, then averaging the class size per subject at the high school.

We know from our [Future Planning Survey](#) that when asked to rate the value, with 1 being of least value and 3 being most value, respondents indicated the following about a smaller number of students per teacher in kindergarten through second grade:



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The anticipated savings in this area depend on the targeted class size numbers set.

In addition to teaching employees, we have non-teaching, exempt, and administrative employees. As with teachers, reductions occurred in these areas as well, starting in the current school year.

For non-teaching employees, our area of growth has been in paraprofessional categories (aides and attendants), which is mostly tied to services required under individual education programs (IEPs).

With administrators, the Ohio Administrative Code requires a principal to be assigned to each school building (one [1] person can be assigned to multiple buildings) and for the Board to employ someone as a superintendent and treasurer (again, one [1] person can serve multiple districts in each role at the same time).

Discussion of the non-teaching and administrative areas should focus on responsibilities that must be met for compliance, adequate supervision, etc.

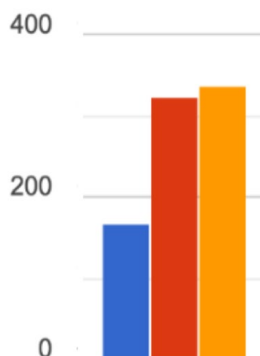
Elective/Encore Course Offerings and Graduation Requirements

[The Ohio Revised Code 3313.60](#) outlines the prescribed curriculum that students must experience during their school-age years. Our school district exceeds the minimum requirements at all grade levels.

If we decide that reductions are needed within the elective/encore areas, the discussion should focus on what we want to offer across grade-level bands (e.g., K-4, 5-6, 7-8, 9-12).

At the high school level, elective course offerings also tie into graduation requirements, another area where we exceed the state minimums. You can view the state minimum graduation requirements by clicking [here](#), and our graduation requirements by clicking [here](#).

We know from our [Future Planning Survey](#) that when asked to rate the value, with 1 being of least value and 3 being most value, respondents indicated the following about access to an abundance of elective course offerings at the high school:



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We also have a survey question on this topic in our Future Planning Follow-Up Survey, which is open through September 23.

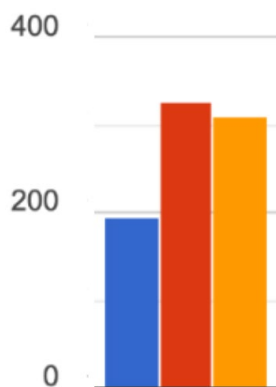
The anticipated cost savings in this area will depend on what, if any, electives/encore options are eliminated.

Services for Students Identified as Gifted

While state law requires that school districts provide opportunities for students to be identified as gifted, it does not require that they provide gifted services to identified students. You can review the requirements regarding gifted in the Ohio Revised Code by clicking [here](#).

In our District, we employ a teacher through the Educational Service Center of Medina County to provide gifted services to students in grades K-4. Services at the 5-12 grade levels tie into our regular education classrooms and courses offerings, per what counts as served, as found in [the Ohio Administrative Code](#). You can read our gifted service plan by clicking [here](#).

We know from our [Future Planning Survey](#) that when asked to rate the value, with 1 being of least value and 3 being most value, respondents indicated the following about access to services for students identified as gifted:



Based on our current service model, if we were to make a change in this area, the financial savings would come from eliminating the elementary position referenced above, and are estimated to be around \$100,000.00, when benefits are included.

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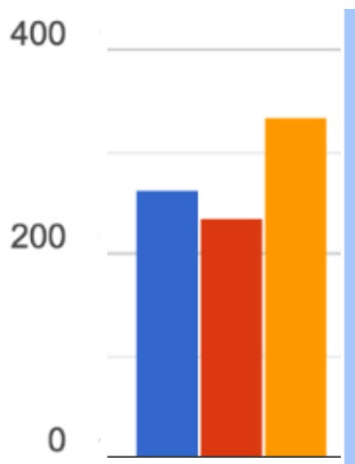
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Neighborhood Elementary Schools/Closing an Elementary School

We know from our experience this past spring, when a decision was made to allow students to be moved from their current home-base neighborhood elementary school to another school to balance class sizes, that the neighborhood school concept carries a cost. Had we not been able to reassign some students (45 in total), we would not have been able to reduce the number of elementary teaching sections that we did (14 in total).

We know from our [Future Planning Survey](#) that when asked to rate the value, with 1 being of least value and 3 being most value, respondents indicated the following about students assigned to elementary (K-4) schools by geographic boundaries, "neighborhood schools:"



We also have two (2) follow-up questions on this topic on our Future Planning Follow-Up Survey, which is open through September 23.

If a decision is made to explore closing a school building in future years, many factors have to be considered, including the requirements found in [state law](#), with what we are required to do if the building is vacant vs. long-term planning if enrollment begins to increase with the new housing developments that are either starting to be built or are in various stages of planning with the City of Wadsworth.

Character Education

As part of our Strategic Plan 2021-2025, the Board of Education adopted the [Character Strong Program](#) in the spring of 2023 for grades K-12. There is no state requirement for this type of program to be taught.

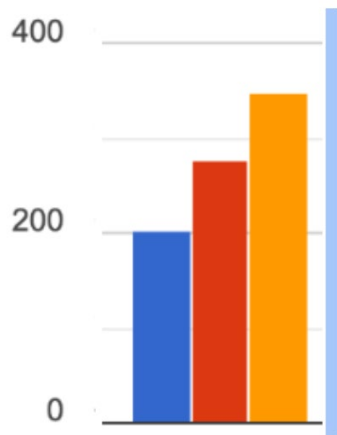
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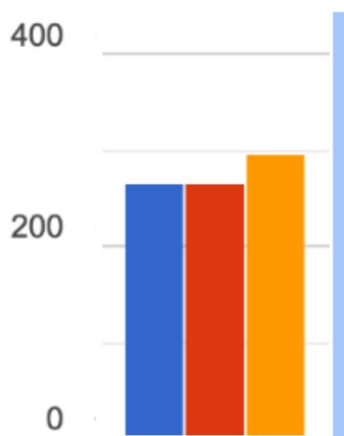
We know from our [Future Planning Survey](#) that when asked to rate the value, with 1 being of least value and 3 being most value, respondents indicated the following about the incorporation of character education into instruction (e.g, respect, responsibility, gratitude, empathy, perseverance, honesty, cooperation, courage, creativity):



Student Transportation

Currently, we transport students in grades K-12 to school who live one (1) mile or more from their assigned school. The [state minimum requirement](#) for transportation is to transport students in grades K-8 who live more than two (2) miles from their assigned school and to transport students in grades 9-12 from Wadsworth High School to their career technical education program and back to Wadsworth High School.

We know from our [Future Planning Survey](#) that when asked to rate the value, with 1 being of least value and 3 being most value, respondents indicated the following about transportation to/from school that exceeds the state minimum requirement of living more than two (2) miles from the student's assigned school in grades K-8 and to/from our high school to a student's career technical education program:



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We also have a follow-up question on this topic in our Future Planning Follow-Up Survey, which is open through September 23.

Our current [fiscal precaution plan](#) (starts on page 28/180) has us moving to state minimum requirements at the start of the 2027-2028 school year. We are close to having a more accurate estimate of the financial savings for different scenarios, including moving to state minimum requirements (e.g., move to the state minimum requirement, move to all students K-12 who live 1.5 miles or more from their assigned school).

Kindergarten

We currently offer full-day kindergarten to students with no tuition. The [state requirement](#) is that we offer half-day kindergarten (455 instructional hours/school year) and that we may charge tuition if our program is full-day. The method of how much tuition can be charged would need to be further explored, as the law requires it to be on a “*sliding fee scale based on family incomes*.”

We also have a follow-up question on this topic in our Future Planning Follow-Up Survey, which is open through September 23.

If changes are made in this area, they could include:

- Only offering a half-day kindergarten program, or
- Offering a full-day program and charging tuition for those who choose to attend it.

Career Technical Education

To maintain our status as a Compact offering career technical education, our Compact collectively has to offer twelve (12) programs and eight (8) pathways. Currently, the Four Cities Compact offers twenty (20) programs and thirteen (13) pathways between the offerings at Barberton, Copley, Norton, and Wadsworth.

While we would have to coordinate planning with the other districts in our Compact, reducing programs offered at Wadsworth could be considered as a cost-saving measure.

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Snapshot of Certified Staffing 2020-2026

2020-2021 School Year:

Percent of Budget Salary/Benefits: 80.4%

Net Gain/Loss from Previous Year Certified Positions: +4.0 FTE

Added for the School Year:

2 Full-Time Equivalent (FTE) intervention specialists

2 FTE preschool teachers

0.7 FTE part-time elementary encore

2021-2022 School Year:

Percent of Budget Salary/Benefits: 82.1%

Net Gain/Loss from Previous Year Certified Positions: +6.5 FTE

Added for the School Year:

4 FTE intervention specialists

1 FTE opportunity school teacher

1 FTE school counselor at the high school counselor

1 FTE elementary teacher

2022-2023 School Year:

Percent of Budget Salary/Benefits: 82.37%

Net Gain from Previous Year Certified Positions: +9.0 FTE

Added for the School Year:

1 FTE ELL teacher

1 FTE school psychologist

1.5 FTE intervention specialists

1 FTE diversified medical technologies teacher

1.5 FTE elementary school counselors

1 FTE technology integration specialist (grades Pre-k-6)

1 FTE literacy coach

0.5 FTE elementary art teacher

0.5 FTE speech and language pathologist

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2023-2024 School Year:

Percent of Budget Salary/Benefits: 81.79%

Net Gain/Loss from Previous Year Certified Positions: +6.1 FTE

Added for the School Year:

6 FTE certified positions at Grizzly Academy (first year of the school)

1 FTE technology integration specialist (grades 7-12)

1.7 FTE intervention specialists

2024-2025 School Year:

Percent of Budget Salary/Benefits: 82.72%

Net Gain/Loss from Previous Year Certified Positions: 0 FTE

Added for the School Year:

+4 FTE teachers at Grizzly Academy (second year of expansion through 5th grade)

2025-2026 School Year:

Percent of Budget Salary/Benefits: 81.4%

Net Gain/Loss from Previous Year Certified Positions: -2.0 FTE

Added for the School Year:

+6.0 FTE teachers at Grizzly Academy (final year of expansion through 12th grade)

2026-2027 School Year:

Percent of Budget Salary/Benefits: 82.0%

Net Gain/Loss from Previous Year Certified Positions: -27.0 FTE

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Wadsworth Board of Education Reduction Projections:

Note: Forecast already has 3 staff reductions planned due to declining enrollment



<u>Description:</u>	<u>FY 2028</u>	<u>FY 2029</u>	<u>FY 2030</u>
Per retired teacher not replaced	\$ 87,400	\$ 168,217	\$ 173,501
Per Teacher RIF'd	\$ 84,875	\$ 104,549	\$ 108,560
Average Administrator (RIF)	\$ 166,443	\$ 173,639	\$ 179,032
Half-Day Kindergarten (5 Teachers) assumes RIF	\$ 424,376	\$ 522,745	\$ 542,801
Note: Would also impact Encore staffing (further reductions)			
Career Tech Program (RIF)	\$ 95,560	\$ 122,073	\$ 126,887
Average School Counselor (RIF)	\$ 98,841	\$ 121,384	\$ 125,732
Mental Health Coordinator (RIF)	\$ 117,423	\$ 139,122	\$ 143,933
K-4 Elementary Gifted	\$ 100,000	\$ 105,000	\$ 110,250

Close Elementary School Building:			
Administrator (wages and benefits)	\$ 148,754	\$ 155,651	\$ 160,684
Secretary (wages and benefits)	\$ 68,377	\$ 79,563	\$ 83,182
Custodian II (wages and benefits)	\$ 72,788	\$ 76,941	\$ 79,240
Custodian III (wages and benefits)	\$ 52,498	\$ 65,645	\$ 68,986
Health Aide (wages and benefits)	\$ 22,767	\$ 27,445	\$ 27,994
Crossing Guard (wages and benefits)	\$ 6,291	\$ 7,584	\$ 7,735
2 Aides (2 hour playground) (wages and benefits)	\$ 12,934	\$ 15,591	\$ 15,903
1 hour per day Bus Driver (wages and benefits)	\$ 5,073	\$ 6,115	\$ 6,238
1 Teacher (due to neighborhood schools)	\$ 84,875	\$ 104,549	\$ 108,560
Utilities	\$ 30,075	\$ 30,676	\$ 31,290
Building Operations	\$ 24,252	\$ 24,252	\$ 24,252
Total Closed Building	\$ 528,684	\$ 594,013	\$ 614,065

	<u>FY 2026</u>	<u>Less Fees</u>	<u>Net General</u>
Extracurricular Activities:	Expenses	Collected	Fund
Athletics	\$ 938,905	\$ 175,838	\$ 763,067
Other Extra Curricular	\$ 247,746	\$ 22,065	\$ 225,681
Note: Does not include transportation and facilities costs.			

Character Education (Character Strong)	\$ 28,984	\$ 28,984	\$ 28,984
Transportation from Nov. 2025 Pre-Caution plan	\$ 151,940	\$ 186,338	\$ 195,655
Bus replacement (planned)	\$ 133,000	\$ 138,320	\$ 431,558

Note: Wages and benefits only. Does not include bus mileage.

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EXECUTIVE SESSION

WHEREAS, a public board of education may hold an executive session only after a majority of a quorum of this board determines by a roll call vote to hold such a session and only at a regular or special meeting for the sole purpose of the consideration of any of the following matters:

- A. To consider one or more, as applicable, of the check-marked items with respect to a public employee or official:
 - 1. Appointment
 - 2. *Employment***
 - 3. Dismissal
 - 4. Discipline
 - 5. Promotion
 - 6. Demotion
 - 7. Compensation
 - 8. Investigation of charges/complaints (unless public hearing requested).
- B. To consider the purchase of property for public purposes or for the sale of property at competitive bidding.
- C. Conferences with an attorney for the public body concerning disputes involving the public body that are the subject of pending or imminent court action.
- D. Preparing for, conducting, or reviewing negotiations or bargaining sessions with public employees concerning their compensation or other terms and conditions of their employment.
- E. *Matters required to be kept confidential by Federal law, rules, or State statutes.***
- F. Regularized details of security arrangements where disclosure of the matters discussed might reveal information that could be used for the purpose of committing or avoiding prosecution for a violation of the law.

NOW, THEREFORE, BE IT RESOLVED, that the Wadsworth City Board of Education, by a majority of the quorum present at this meeting, does hereby declare its intention to hold an executive session on A2 and E as listed above.

EXECUTIVE SESSION

26-09-118 The motion was made by **Gordon**, seconded by **Batey**, to enter Executive Session at **7:11** p.m.

VOTE: Yea – Fisher, Batey, Gordon, Beck
Nay – None

Motion Carried,

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EXECUTIVE SESSION recessed at **8:20** p.m.

ADJOURNMENT

26-09-119 The motion was made by **Fisher**, seconded by **Gordon**, to adjourn at **8:20** p.m.

VOTE: Yea – Batey, Gordon, Beck, Fisher
Nay – None

Motion Carried,

(Signed) _____
Tim Beck, President

(Attested) _____
Douglas D. Beeman, Treasurer