

CLINTON

CENTRAL SCHOOL DISTRICT

THE POWER OF POSSIBILITY | BUDGET EDITION | MAY 2026

Possibility Through Partnership: Strengthening Learning as a Community

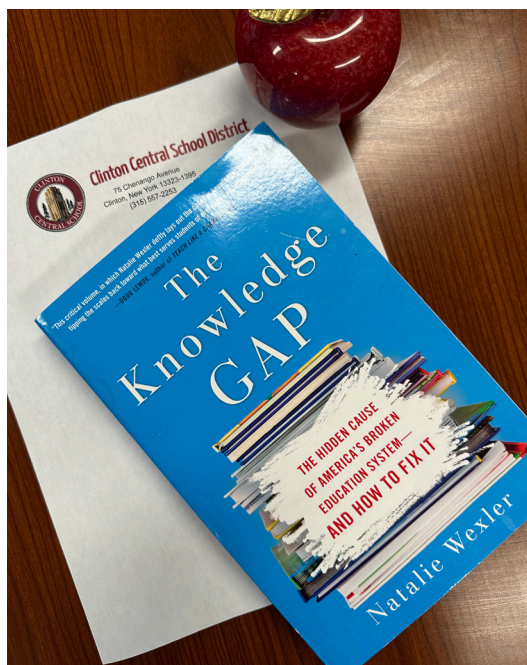
At the Clinton Central School District, we believe that meaningful learning does not happen in isolation. It grows through connection between classrooms and homes, between educators and families, and between schools and the broader community. Our ongoing partnership with the Kirkland Town Library is one example of how we work together to create greater possibilities for our students.

Our recent community book study of “The Knowledge Gap” by Natalie Wexler reflects this shared commitment. While the book centers on the role of knowledge in supporting literacy, the larger purpose of the initiative is to bring people together around a common understanding of how children

learn and how we can better support them. When educators, families and community members engage in the same ideas and conversations, we build a stronger, more aligned foundation for student success.

Partnerships like this expand what is possible for our students. They create opportunities for learning that extend beyond the school day and reinforce the idea that education is a shared responsibility. Whether through access to resources, shared dialogue, or collective problem-solving, these collaborations help ensure that students experience consistency and support across the many spaces where they learn and grow.

As a District, we are committed to continuing this work—building connections, fostering shared understanding and creating opportunities that strengthen outcomes for all students. When schools and communities work together with purpose, we move closer to realizing the full potential of every learner.



Community Partners: A Living Community

The CCS learning community depends upon and is connected to so many organizations and individuals who generously share their time, talent and resources to benefit others, enriching student learning, development and well-being. Thank you to the CCSD Foundation, the Town-Gown Fund, the Kirkland Town Library, the Clinton Historical Society, the Kirkland Art Center, Hamilton College, the Clinton PTA, Clinton Sports Boosters, Clinton Music Parents, Dollars for Scholars and our many volunteers for helping to create possibilities.

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IMPORTANT BUDGET DATES

- TUESDAY -
MAY 12

**MEET THE
CANDIDATES FORUM**
5:30 p.m. | Comets Library

BUDGET HEARING
6:00 p.m. | Comets Library

- TUESDAY -
MAY 19

BUDGET VOTE
Noon - 8:00 p.m.
Theater Lobby

District Mission Statement

Clinton Central School proudly educates and empowers all students to realize their potential in becoming thoughtful, empathetic and contributing members of a global society.

District Vision Statement

Our students are prepared for the future through engaging, meaningful and challenging learning opportunities delivered by motivated and inspired professionals, and supported through collaborative partnerships with our community, businesses and organizations, and institutions of higher education.

The Power of Curiosity

The Power of Possibilities: Possibilities in Action in Fourth Grade

What does it look like when learning stretches beyond the classroom walls and into real-world connections, creativity and curiosity? In our fourth-grade classrooms, it looks like possibilities in action, where students are not just learning about New York State, but actively experiencing, exploring and sharing their knowledge in meaningful ways.

Fourth graders are participating in the exciting Great Mail Race, connecting with peers across all 50 states. Through friendly letters, students are sharing what they have learned about New York while eagerly anticipating responses that will broaden their perspectives on life across the country. This authentic exchange fosters not only writing skills, but also curiosity, empathy and a deeper understanding of the world beyond our community.



At the heart of these experiences is a dynamic, year-long, project-based learning unit. Students are researching New York State and applying their knowledge in creative and purposeful ways, developing commercials and presentations to share with the New York State Tourism Industry Association. With support from community partners like Nate Gresock, who generously provided maps and travel brochures, students are working with real-world resources that bring their learning to life.

These layered experiences exemplify The Power of Possibilities. Students are learning from the past, connecting with professionals in the present and creating for authentic audiences in the future. They are synthesizing information, thinking critically and expressing their ideas in ways that matter.

Most importantly, they are discovering that their learning has purpose and that their voices can reach beyond the classroom and into the wider world.

Superintendent's Message

Dear Clinton Community,

I would like to begin by sincerely thanking our community for the care, concern, and support shown during the recent unprecedented crisis in our District. I know this was an unsettling period for many of our families, and I am deeply appreciative of the patience, thoughtful questions, and engagement we received as we worked through it together. The willingness of our community to come forward, share concerns, and participate in important conversations about safety made a meaningful difference. Most importantly, the way everyone came together in support of our students and staff reflects the true strength of our community, and I am incredibly grateful to be part of it.

As we move forward together, this time of year also brings our focus to the development and presentation of the 2026-27 school budget. As in many districts across New York State, we continue to navigate a complex financial landscape, including a limited increase in Foundation Aid. In response, we have taken a thoughtful and comprehensive approach to rightsizing and identifying efficiencies across the district. These efforts allow us to present a balanced budget that maintains strong programs for students while demonstrating responsible stewardship of taxpayer resources.

This edition of the newsletter includes important details about the proposed budget, along with highlights of the many programs and opportunities that continue to define the Clinton experience. We encourage all community members to review this information carefully and remain engaged throughout the process.

Thank you for your continued support of our schools and for the role you play in helping our students succeed.

Sincerely,

Christopher M. Clancy

Superintendent of Schools

The Power of Curiosity

CLINTON ELEMENTARY SCIENTISTS IN ACTION

At Clinton Elementary School, the annual Science Fair on February 27 once again showcased a vibrant culture of curiosity, creativity and student potential. More than 100 students in pre-kindergarten through second grade shared imaginative projects within their classrooms, exploring topics from dinosaurs and volcanoes to popcorn experiments and radiation in everyday life. With guidance from their teachers, these young learners confidently presented their ideas, asked and answered questions, and began to see themselves as capable scientists. Meanwhile, more than 125 students in grades three through five conducted more in-depth investigations, presenting during the school day and returning in the evening to share their work with families and the community.

The evening portion of the event transformed the school into a lively center of discovery, highlighted by an engaging liquid nitrogen demonstration from Dr. Charles Collett that brought complex scientific concepts to life. Students then took center stage, proudly presenting projects on topics ranging from capybaras and Newton's cradles to elephant toothpaste and the physics of taekwondo. Supported by the Clinton Central School District PTA, every participant was recognized for their effort and curiosity. Organized by Kelly Landry and Katie Parker, the event truly embodied "The Power of Possibility," inspiring students to explore, take risks and realize that their ideas and potential have no limits.



WHEN CURIOSITY LEADS THE WAY

At Clinton Elementary, a recent field trip to Colgate University's planetarium sparked a renewed sense of curiosity in Mrs. Karas and Mrs. Kellen's third grade students, turning an engaging experience into a deeper, student-driven learning journey. As part of their CKLA unit on space, students explored topics of their choice, creating projects that ranged from posters and slideshows to written pieces. This approach highlighted the impact of giving students voice and choice, allowing them to engage with content in ways that best suited their interests and learning styles.

With support from high school mentor Sam Hepler, students refined their ideas and built confidence while also benefiting from meaningful cross-grade collaboration. The learning culminated in presentations and peer feedback, helping students strengthen their communication, collaboration and critical thinking skills. Experiences like this demonstrate how fostering curiosity and independence can transform the classroom into a space where students not only learn about the world, but begin to discover their place within it.



The Power of Voice

Empowered Learners at the Middle School

At Clinton Middle School, we spend a lot of time thinking about who we want our students to become, but we also believe students should not have to wait to step into that potential. Our mission and our Portrait of a Graduate are not just statements we reference; they are commitments that guide our daily work. We are working to create learning environments where students think, question, collaborate and apply their learning in real-world ways so they can grow as critical thinkers, effective communicators, collaborators and global citizens.

This year, that commitment has come to life through our Empowered Learning Environments initiative and expanded use of project-based learning (PBL), where students explore meaningful questions and apply their learning in authentic contexts. We are leaning into this approach because we know students learn best when they are actively engaged in the work of learning, not just receiving it.

Through this work, students are making sense of complex ideas, strengthening communication and collaboration, and taking greater ownership of their learning. Most importantly, they are beginning to see themselves as capable learners and contributors.

SPOTLIGHT ON GRADE 6

BRINGING LEARNING TO LIFE

Across grade levels and content areas, teachers have taken this vision and made it their own in ways that are both creative and deeply impactful.

In Grade 6 ELA, students explored themes of empathy, kindness and inclusion through the novel "Save Me a Seat." They didn't stop at discussion – they designed and created original board games inspired by traditional Indian games, all centered on building collaboration skills. The project culminated in a cultural showcase with third graders, where students stepped into leadership roles, teaching and modeling what it means to be inclusive and empathetic. That focus on empathy and perspective-taking has carried directly into their next unit, where students are creating a podcast connected to "Because of Mr. Terupt." In an interview-style format, students take on the roles of characters, digging deeper into characterization while exploring themes of teamwork, friendship, personal growth, forgiveness and accountability.



THE IMPACT WE ARE SEEING

While each project looks different, we noticed similar outcomes with students:

- Engaging more deeply in their learning
- Talking about their thinking with greater confidence
- Collaborating in meaningful and productive ways
- Developing empathy and perspective
- Taking pride in their work and their role in the community
- Believing in their own ability to make an impact

What This Means for Our Students

This is what the power of possibility looks like:

- It looks like a sixth grader teaching empathy through a game they designed.
- It looks like a seventh grader welcoming peers to a table and helping them feel like they belong.
- It looks like an eighth grader identifying a problem in their school and proposing a solution that leads to real change.

When students are given the opportunity to engage in meaningful work, with real audiences and real purpose, they rise to meet it. Because at Clinton Middle School, we don't just prepare students for the future: we help them see that they are already capable of shaping it.

The Power of Voice

SPOTLIGHT ON GRADE 7

THE LONGEST TABLE



In Grade 7 ELA, students engaged in two meaningful projects that elevated student voice and strengthened the school community. First, they took on the ambitious challenge of planning and hosting The Longest Table, a school-wide event designed to build connection across grades 6–8. Students designed invitations, created conversation tools and served as hosts — facilitating dialogue and helping others feel seen and included. They also connected with the national Longest Table organization, which sent representatives to support the event, making Clinton the first middle school to host a Longest Table in partnership with the organization. The result was a shared experience that continues to shape our sense of community.

CLASSROOM CURATORS



In addition, as part of their “Collections” unit, students worked collaboratively to create a permanent display case that highlights the clubs and activities that define student life at CMS. They interviewed club advisors, wrote summaries that capture the purpose and impact of each group, and organized a book sale to fund materials for the

exhibit. This work reflects the creativity, collaboration and sense of belonging that make Clinton Middle School what it is. More importantly, it gave students the opportunity to represent their peers and tell the story of their school in their own voices to create something that will remain a visible part of our community.

SPOTLIGHT ON GRADE 8

STUDENT ADVISORY BOARD

In Grade 8 ELA, students tackled a question many adults are still wrestling with: how can we spend our time in healthier, more meaningful ways than scrolling on screens? Students designed “unplugged” products, like games, guides, and activity kits, and presented their work at a No-Boredom Fair. This work pushed students to think creatively, reflect on their own habits and build confidence as they shared their ideas with an authentic audience.

Grade 8 Social Studies students stepped into the role of reformers through a project grounded in the Progressive Era. They identified real issues within their school community and developed thoughtful, actionable proposals to improve areas such as school climate and peer interactions, the lunch and recreation experience, and the care of shared spaces like bathrooms. This was not a hypothetical exercise because students presented their ideas to administrators, and several of those proposals have already been put into place. Through this work, students saw firsthand that their voice matters and can lead to real change, reinforcing a powerful message: they are capable of shaping the community around them.



STUDENT VOICES AMPLIFIED THROUGH POETRY



*Comets fly high.
Nothing dies in our eyes.
We committed thy to better us
in good and in strength,
For we have 4 houses, 3 grades, 2 floors,
and 1 family.
We say everyone is welcome,
come any day!
Like the Statue of Liberty, we fight and
welcome for people that stay.
We wave and cheer for all that arrive,
Have some faith for we shall thrive,
Move to the top, nothing can stop, us.
The leaderboard we stand first,
Nothing gets in our way!
Watch out because Comets are coming
to win the day away!*

By Batleen Hermann

STUDENT CREATIVITY ON DISPLAY!



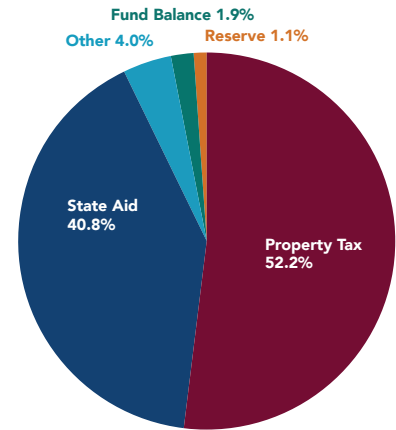
Middle school art seminar students have been hard at work transforming old door panels into a stunning “Four Seasons” mural. Led by Mrs. Pape, seminar students collaborated to design and create a piece that captures the beauty and uniqueness of each season while showcasing creativity, teamwork and pride in their work. The middle school is especially grateful for Mr. O’Rourke and his high school construction students, who built a custom frame and professionally installed the mural in the hallways. CMS is thankful for the growing number of beautiful community art installations created by middle school artists that continue to brighten the school and celebrate student voice and talent. Student artists include Leela Dean, Amelia Hillage, Zoe Ziesnitz, Mae Herringshaw, Leif Hurlburt and Marshall Vergara-Jenny.

Budget Information

REVENUES

WHERE THE MONEY COMES FROM

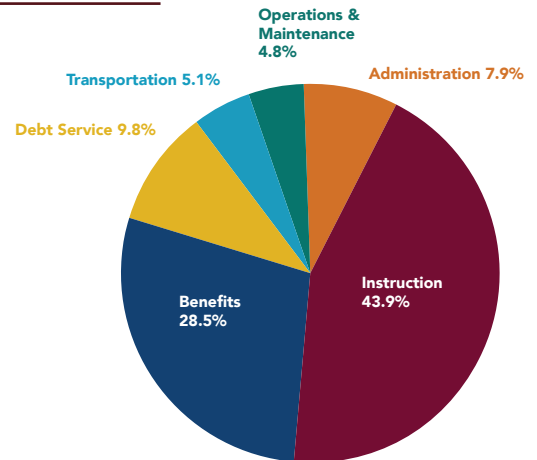
Revenues	2025-2026 Actual Budget	2026-2027 Proposed Budget
Local Property Tax	\$17,502,327	\$18,001,177
State Aid	\$14,106,645	\$14,069,378
Other	\$1,342,840	\$1,394,674
Fund Balance	\$650,000	\$650,000
Reserve	\$270,000	\$370,000
TOTAL	\$33,871,812	\$34,485,229



EXPENDITURES

WHAT IT WILL BE SPENT ON

Expenditures	2025-2026 Actual Budget	2026-2027 Proposed Budget
Instruction	\$15,277,313	\$15,151,125
Benefits	\$9,467,598	\$9,834,216
Debt Service/Transfers	\$3,250,010	\$3,393,447
Transportation	\$1,646,924	\$1,743,458
Ops. & Maintenance	\$1,493,790	\$1,642,010
Administration	\$2,736,177	\$2,720,975
TOTAL	\$33,871,812	\$34,485,229



What happens if this budget proposal is defeated?

The Board of Education has three options under the law:

- Submit the same budget to the voters for a second vote on the third Tuesday of June;
- Revise and submit the budget for a second vote on the third Tuesday of June;
- Reduce the budget by eliminating the purchase of equipment and any amounts tied to the community's use of the school facilities, and declare a contingency budget without a second vote.

If the Board of Education adopts a contingency budget, equipment expenditures of \$506,710 will be removed and other items as required by New York State Education Department regulations.

Congratulations to our Retirees

At the end of this school year, we will bid farewell to nine individuals whose cumulative time at CCS add up to nearly 240 years of service. Congratulations to Lauren Dawes, Lynn Hall, Dale Jewell, John King, Teresa Scott, Jim Scoones, Julia Scranton, Lisa Tickle and Jenna Wratten. Wishing you a long, happy and healthy retirement!



Budget Information

PROPOSITION 1

Resolved, that the Board of Education of the Clinton Central School District, Oneida County, New York, is hereby authorized to expend and there is hereby appropriated, the sum of \$34,485,229 estimated by it to be necessary for school purposes for the fiscal year commencing July 1, 2026 and to raise so much thereof as may be necessary by tax on the taxable property in said School District.

PROPOSITION 2

Shall the Board of Education (the "Board of Education") of the Clinton Central School District (the "School District") be authorized to reconstruct, improve, rehabilitate, repair, furnish and equip the Clinton Elementary School, the Clinton Middle School and the Clinton High School buildings and grounds, including site work, athletic field improvements, and construction of a synthetic turf field with lights and spectator seating adjacent to the High School (the "Project"), at a new combined maximum estimated cost of \$18,339,000, which constitutes a \$294,000 increase in the maximum estimated cost previously approved by District voters at a special meeting of the District held on December 13, 2022, and to withdraw \$294,000 from the School District's 2019 Capital Reserve Fund to pay for said increase?

What is this proposition about?

This proposition relates to a capital improvement project that voters already approved in December 2022 that included building upgrades and site improvements throughout the campus.

What is being asked of voters now?

Voters are being asked to approve a small increase of \$294,000 to the total original project cost.

Why is there an increase?

The District would like to address significant drainage issues on the baseball and softball fields. Wet conditions often render both fields unplayable. In recent years, the District has been unsuccessful in its attempts to mitigate the issue on its own. Additionally, when proposals were sought from sitework contractors to remediate drainage problems, no NYS-approved submissions were received. We are seeking voter approval to access our 2019 Capital Reserve Fund in order to complete drainage improvements and make the fields playable more regularly.

What is the new total cost?

The total cost of the drainage work for both fields should not exceed \$294,000.

Will this increase my taxes?

No. The additional cost would be covered by funds already saved in the District's 2019 Capital Reserve Fund, so there is no additional tax impact.

PROPOSITION 3

Shall the sum of \$365,718 be raised by annual levy of a tax upon the taxable property within the Clinton Central School District for the purpose of funding the Kirkland Town Library?

Library tax is not school tax and is not part of the school district budget. When a school district is approached by a library regarding tax levies, the district does not have a choice with respect to whether to present the proposition to voters. Under Education Law section 259, a BOE must submit a library appropriation to voters if requested by a library's board of trustees. For more information, visit www.kirklandtownlibrary.org, or contact Director Anne Debraggio at adebraggio@midyork.org.

BOARD OF EDUCATION CANDIDATES

Three (3) candidates will be running for three (3) vacant, at-large Board of Education seats.

CANDIDATES INCLUDE:

Ms. Rachael Clark, Incumbent
Mr. Patrick LaVeck, Incumbent
Mr. Sam Catterson, Incumbent

The community will have the opportunity to meet the candidates on May 12 at 5:30 p.m. in the Comets Library with the Budget Hearing and regular Board of Education meeting beginning at approximately 6:00 p.m.

Candidate profiles are available to view on the website at www.ccs.edu and the CCS Facebook page.

NOTICE:

Absentee Ballot and Early Mail Ballot applications are available in the Superintendent's Office by calling 315.557.2253 or by emailing the District Clerk at jscranton@ccs.edu.

THREE – PART BUDGET SUMMARY

New York State requires districts to present their proposed budgets in three categories: program, capital and administrative. The chart below shows the dollar amount and percentage of spending in each of those three categories in the 2025-2026 budget and the proposed 2026-2027 budget.

PROGRAM

All instructional programs, transportation, athletics, co-curricular and associated employee benefits.

2025-26	\$25,247,793	74.54%
2026-27	\$25,669,060	74.43%

CAPITAL

Operation of buildings, utilities, maintenance of buildings, refunded taxes, capital debt service, and associated employee salaries and benefits.

2025-26	\$5,135,698	15.16%
2026-27	\$5,347,851	15.51%

ADMINISTRATIVE

Board of Education, central administration, finance, legal services, personnel, public information, central services, special items, supervision of instruction, and associated employee benefits.

2025-26	\$3,488,322	10.30%
2026-27	\$3,468,318	10.06%

TOTAL

2025-26	\$33,871,812	100%
2026-27	\$34,485,229	100%

Clinton Central School District Budget Notice

Overall Budget Notice

	2025-26 ADOPTED BUDGET	2026-27 BUDGET PROPOSED	2026-27 CONTINGENCY BUDGET
Total Budgeted Amount, Not Including Separate Propositions	\$33,871,812	\$34,485,229	\$33,978,519
Increase/Decrease for the 2026-27 School Year		\$613,417	\$106,707
Percentage Increase/Decrease in Proposed Budget		1.81%	0.32%
Change in the Consumer Price Index		2.70%	
A. Proposed Levy to Support the Total Budgeted Amount	\$17,502,327	\$18,001,177	
B. Levy to Support Library Debt, if Applicable	\$355,066	\$365,718	
C. Levy for Non-Excludable Propositions, if Applicable **	\$0	\$0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$0	\$0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$17,857,391	\$18,366,895	\$17,868,045
F. Total Permissible Exclusions	\$436,424	\$553,246	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$17,065,902	\$17,447,931	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/ or Permissible Exclusions (E - B - F + D)	\$17,065,902	\$17,447,931	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$0	\$0	
Administrative Component	\$3,488,322	\$3,468,318	\$3,462,818
Program Component	\$25,247,793	\$25,669,060	\$25,210,850
Capital Component	\$5,135,698	\$5,347,851	\$5,304,851

If the Board of Education adopts a contingency budget, equipment expenditures of \$506,710 will be removed as required by New York State Education Department regulations.

**** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)**

DESCRIPTION	AMOUNT
Kirkland Town Library	\$365,718

Basic STAR Exemption Savings	UNDER THE BUDGET PROPOSED FOR THE 2026-27 SCHOOL YEAR
Estimated Basic STAR Exemption Savings ¹	\$534

The annual budget vote for the fiscal year 2026-27 by the qualified voters of the Clinton Central School District, Oneida County, New York, will be held at the Theater Lobby in said District on Tuesday, May 19, 2026 between the hours of noon and 8:00 p.m., prevailing time in the Middle School, at which time the polls will be opened to vote by voting ballot or machine.

¹ The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

Responsible Reductions that Maintain Strong Programs

As part of this year's budget development process, the District conducted a comprehensive review of staffing and operational expenses to identify areas for greater efficiency. Through a combination of attrition, targeted staffing adjustments, and careful reductions in contracted services and discretionary spending, we were able to make responsible reductions across instructional, non-instructional and administrative areas. These decisions included reducing positions through retirements and natural turnover, adjusting staffing levels in select areas, and finding savings in operational costs. While these choices are never easy, they were made thoughtfully and with a clear focus on preserving the strength of our core programs. The result is a balanced budget that reflects both our commitment to students and our responsibility to be prudent stewards of taxpayer resources.

Budget Information

PROPOSED 2026-27 BREAKDOWN

District Support 7.9% of Budget Dollar Change: \$15,202 Percent Change: -0.56%	2025-2026 BUDGET	2026-2027 PROPOSED
Board of Education	\$47,309	\$46,059
Central Administration	\$260,147	\$270,664
Business Administration	\$447,591	\$482,769
Auditing	\$29,400	\$34,900
Treasurer	\$69,000	\$71,704
Tax Collection	\$7,000	\$8,500
Fiscal Agent Fees	\$10,000	\$11,000
Legal Services	\$48,800	\$55,000
Personnel	\$87,505	\$100,135
Central Printing	\$116,450	\$120,010
Data Processing	\$13,000	\$13,000
Liability/Property Insurance	\$193,000	\$199,000
Refund Taxes	\$5,000	\$7,000
BOCES Administration	\$354,967	\$353,784
Curriculum Development	\$188,645	\$71,569
Supervision of Schools	\$858,363	\$875,881
SUBTOTAL	\$2,736,177	\$2,720,975

Debt Service 9.7% of Budget Dollar Change: \$143,437 Percent Change: 4.46%	2025-2026 BUDGET	2026-2027 PROPOSED
School Construction Bonds	\$1,586,924	\$1,514,219
Bond Anticipation Note	\$1,329,600	\$1,545,740
Energy Performance Contract	\$298,486	\$298,488
SUBTOTAL	\$3,215,010	\$3,358,447

Interfund Transfers 0.1% of Budget Dollar Change: \$0 Percent Change: 0.00%	2025-2026 BUDGET	2026-2027 PROPOSED
Special Education/Summer School	\$35,000	\$35,000
SUBTOTAL	\$35,000	\$35,000

Operations & Maintenance 4.8% of Budget Dollar Change: \$148,220 Percent Change: 9.92%	2025-2026 BUDGET	2026-2027 PROPOSED
Custodial Services	\$1,354,238	\$1,496,990
Maintenance Expenses	\$139,552	\$145,020
SUBTOTAL	\$1,493,790	\$1,642,010

Instruction 43.9% of Budget Dollar Change: \$126,188 Percent Change: -0.83%	2025-2026 BUDGET	2026-2027 PROPOSED
Teaching/Regular School	\$8,359,799	\$7,822,309
Special Education	\$4,065,896	\$4,442,589
Library/Media	\$332,140	\$332,639
Computer Instruction	\$608,148	\$682,147
Guidance	\$335,337	\$332,657
Health Services	\$223,449	\$234,365
Psychological Services	\$159,247	\$99,827
Social Work Services	\$323,995	\$347,915
Co-Curricular Activities	\$309,100	\$270,835
Athletics	\$560,202	\$585,841
SUBTOTAL	\$15,277,313	\$15,151,125

Benefits 28.5% of Budget Dollar Change: \$366,618 Percent Change: 3.87%	2025-2026 BUDGET	2026-2027 PROPOSED
Health, Dental & Vision Insurance	\$6,740,112	\$7,123,364
Teachers' Retirement	\$1,058,152	\$921,875
Employees' Retirement	\$397,219	\$468,511
Social Security (FICA)	\$1,036,660	\$1,078,306
Workers Compensation	\$50,000	\$50,955
Life Insurance	\$9,455	\$10,305
Disability Insurance	\$4,300	\$4,300
Benefits Administration	\$16,700	\$21,600
Employee 403B Deferral	\$155,000	\$155,000
SUBTOTAL	\$9,467,598	\$9,834,216

Student Transportation 5.1% of Budget Dollar Change: \$96,534 Percent Change: 5.86%	2025-2026 BUDGET	2026-2027 PROPOSED
Transportation	\$1,471,924	\$1,553,458
BOCES Bus Maintenance	\$175,000	\$190,000
SUBTOTAL	\$1,646,924	\$1,743,458

TOTAL PROPOSED BUDGET

2025-2026 Budget: \$33,871,812
2026-2027 Proposed: \$34,485,229

Dollar Change: \$613,417 | Percent Change: 1.81%

The Power of Purpose

The Power of Possibility at Clinton High School

At Clinton High School, we are focused not only on preparing students for the future, but on creating opportunities for them to live their potential now. Our District mission calls us to educate and empower all students to realize their potential as thoughtful, empathetic and contributing members of a global society. That work doesn't begin after graduation; it is happening every day in our classrooms, programs and experiences.

Our Portrait of a Graduate helps guide this work. We are intentional about creating opportunities for students to grow as academically prepared, creative innovators, critical thinkers, global citizens, effective communicators and reflective, future-focused individuals. At the high school level, that means designing experiences where students are applying their learning in authentic contexts, taking on real responsibility and beginning to see themselves as capable contributors beyond the classroom.

LEARNING BEYOND THE CLASSROOM: REGIONAL PROGRAM FOR EXCELLENCE (RPE)

One of the most powerful examples of this work is the Regional Program for Excellence (RPE). Through this program, juniors and seniors step into professional environments, completing more than 70 hours in internships with experienced mentors, immersed in real-world settings where they observe, contribute and problem-solve alongside professionals.

RPE is more than an internship; it is an opportunity for students to connect their learning to future pathways. Students clarify their interests, build professional communication skills and develop independence and responsibility. They are expected to set goals, reflect on their experiences and present their learning to reinforce the habits of mind outlined in our Portrait of a Graduate. In many cases, students leave this experience with a clearer sense of direction and the confidence to take their next steps.



High school student Gemma Spadea interviewed Regional Program for Excellence participants Charlotte Gale (Riverhawk Company and Pursuit Aerospace) and Clare Mihm (Wynn Hospital Cardiac Care) about the impact of their internship programs. In addition to gaining valuable work experience, students were able to explore the reality of their potential career choices and solidify their decisions.

STUDENTS ATTEND STEAM WOMEN RISING SYMPOSIUM



Seven CCS students attended the 4th Annual STEAM Women Rising Symposium at the Beeches Manor in Rome, sponsored by the Project Fibonacci Foundation, Inc. Twelve local school districts participated, including CCS seniors Sarah Butcher, Molly Call, Nikolina Gleboff, Delilah Sents, Mariya Pansyuk, Leah Randall and Peyton Seymour. The event was designed to inspire young women to explore leadership and career pathways in science, technology, engineering, the arts and mathematics (STEAM).

Students took part in three rotating HERizon Hub sessions designed to introduce them to a variety of career pathways and industries. Session topics included Health, Medicine and Helping Careers; Skilled Trades and Breaking the Glass Ceiling; Art, Design and Creative Technology; Education, Mentorship and Community Impact; Leadership and Entrepreneurship; and Technology, Coding and Cyber Safety. One of the sessions was led by CCS alumna Caroline Bonomo, who is a senior software engineer for BAE Systems, where she shared her experiences and expertise as a woman in STEAM.

Students also heard from keynote speaker Gianna Michalak, MS, CNS, a board-certified Clinical Nutrition Specialist, who shared insights about her journey, careers and opportunities in health and wellness. The symposium highlighted the significant contributions women make in shaping the future.

The Power of Purpose

FUTURE BUSINESS LEADERS OF AMERICA



A recent gathering of the Future Business Leaders of America (FBLA) District 7 Spring Leadership Meeting that took place at Herkimer County Community College brought together a talented group of students who demonstrated their skills in a variety of business and leadership categories. The event included several participating schools: Canastota, Chittenango, Clinton, Frankfort-Schuyler, Holland Patent, Little Falls, Oriskany and Utica. Clinton High School was well-represented among the top honors of the day, with multiple students securing first-place finishes. Specifically, Lucas Galinski, Jeffrey Knight and Ryder Stilz earned the top spot in Financial Planning, and Molly Call distinguished herself by winning first place in the Customer Service category.

Students also attended a Financial Literacy Fair at Mohawk Valley Community College where they received hands-on experience making adult financial decisions. Each student was assigned a profile with an occupation, salary, credit score and debt, then challenged to make choices about housing, expenses, budgeting and the addition of children to the family. Thank you to business teacher Kristina Donley for arranging this valuable learning opportunity.



INNOVATION IN ACTION: COMETS ROBOTICS

In our robotics program, students are living out the power of possibility in real and tangible ways. What began as a student and family-led club has grown into a curricular offering that is responsive to student interest and need, and it now runs as a class where students design, build and test solutions to complex challenges. Through hands-on, project-based work, students engage in the kind of thinking we want all students to experience: problem-solving, collaboration and persistence.

Now competing as "Nerds of a Feather" through FIRST Robotics, students showcase their robot, Plexi, in weekend competitions that bring their learning to life. The program has also expanded to include junior members from the middle school, creating opportunities for mentorship and ensuring continuity for younger students interested in STEM. In this space, students move from concept to creation, working as a team, iterating on their designs, and applying technical knowledge in meaningful ways. In doing so, they are not only developing engineering skills, but also growing as communicators, leaders and collaborators, bringing our Portrait of a Graduate to life in a very real way.



The Power of Possibility

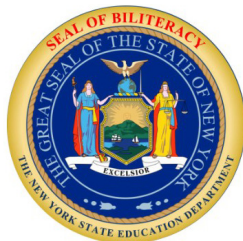
This is what the power of possibility looks like at the high school level:

- It looks like a student stepping into a professional setting and realizing they belong there.
- It looks like a team of students designing and refining a solution to a complex problem.
- It looks like students making connections between their learning, their interests, and their future.

When we create the right conditions, students do not just prepare for what's next – they begin to live into their potential now. That is the work we are committed to continuing every day at Clinton High School.

PATHWAYS, SEALS AND STUDENT CHOICE

Beyond individual programs, Clinton High School offers a range of pathways and opportunities for students to demonstrate their learning and pursue their interests. Through options like the New York State Seal of Biliteracy, Seal of Civic Readiness and our Arts Pathway, students are able to deepen their skills and showcase their readiness for life beyond high school.



These opportunities reflect our belief that students should have both voice and choice in their learning, along with the support and structure needed to succeed.

Superintendent of Schools

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Clinton Board of Education

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Ms. Alice Gaetano, *Student Board Member*

Mr. Antimo Pellecchia, *Student Board Member*

NATIONAL HONOR SOCIETY INDUCTION

Clinton High School proudly welcomed our newest members into the National Honor Society during a special induction ceremony on March 11. The event recognized students who demonstrate excellence in scholarship, leadership, service and character – values that reflect the spirit of the Clinton Comets.

Congratulations to the following students on this outstanding achievement:

Andrew Bashant, Jackson Bean, Eliana Bentley, Sam Bono III, Alexis Chan, Olivia Copperwheat, Anthony Cosentino, Lilian Crissey, Grace Elefante, Youssef Elmarakby, Keegan Faria, Xavier Gemelli, Alexander Gleboff, Douglas Goodwillie, Shelby Haberbusch, Everett Heintz, Ella Kelly, Jude Leising, Claire MacPherson, Ari Macri, Kiersten Majka, Lydia Marhenke, Antimo Pellecchia, Devyn Roy, Emily Roy, Amelia Saber, Clara Shaw, Eli Siepiola, Mac Spadea, Benjamin Topi, Sabrina Vogel, and Delaine Williams.



We are proud of these students for their hard work and dedication, and we thank our families, faculty and advisors who continue to support and guide them as they make a positive impact in our school and community.

THIRTY STUDENTS INDUCTED INTO NATIONAL JUNIOR HONOR SOCIETY



On April 23, thirty Clinton students were inducted into the National Junior Honor Society, demonstrating the qualities of scholarship, service, leadership, character and citizenship.

The inducted students include Aliana Archer, Xander Aspling, Nora Banghardt, Michael Bean, Elijah Bentley, Neve Brady, Lilly Dibble, Hannah Dreier, Micah Fisher, Ella Furlong, Evan Gifford, Chase Gogola, Edwin Grant, Alistair Heintz, Mae Herringshaw, Nolan Hicks, Beatrice Kelly, Nora Magnarelli, Landon Morgan, Chase Mosher, Ireena Nur, Ariana Orsino, Liam Poucel, Ella Reaves, Simon Terrell, Aryanna Titus, Lila Tovar, Gavin Ullman and Nicholas Waskiewicz.

Congratulations to each of the inductees!