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2026 ANNUAL MEETING REPORT

Herkimer BOCES Annual Meeting – April 1, 2026

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2026 Annual Meeting Report

The Annual Meeting Report serves as the program for the 2026 Annual Meeting and provides news, budget information and feature stories.

On the cover: Herkimer BOCES Power Sports & Agricultural Mechanics student Ty Gookins, from Central Valley, works during class.

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Agenda for the Annual Meeting

6 p.m. on Wednesday, April 1, 2026

I. Welcome (Reception Portion)

II. Musical Entertainment

- Provided by the Central Valley Academy Chamber Choir directed by Mark Bunce, Fine Arts Department Chairman

III. Student Spotlight Award – Michael Grecco

IV. Outstanding Community Partner Award – MOVAC

V. Call to Order (Official Meeting)

- Pledge of Allegiance
- Approval of 2025 Minutes
  Travis Costin,
  Central Valley CSD
  Board President

VI. District Superintendent's Budget Presentation

- D.J. Shepardson,
  Herkimer BOCES
  District Superintendent

VII. Introduction of BOCES Board Candidates

- Respective component superintendents
- BOCES board candidates will address the audience

VIII. Adjournment

- Travis Costin

Minutes from the 2025 Annual Meeting

April 3, 2025

Herkimer BOCES Board of Education President Holly Pullis welcomed everyone to the meeting and thanked the Little Falls Concert Choir and director, Amanda Grimaldi, for performing during the Herkimer BOCES 2025 Annual Meeting, she also thanked the students and teachers from the Culinary and Hospitality program for providing hospitality, desserts and drinks for the meeting. Congratulations was extended to this year's Student Spotlight Award recipient.

Annual Meeting Chairperson and Little Falls City School District Board Vice President Frank Mendl called the meeting to order at 6:30 p.m. and requested everyone rise to recite "The Pledge of Allegiance." The 2024 Annual Meeting minutes were reviewed.

Pullis moved and Herkimer BOCES board member Tom Shypski seconded a motion to approve the 2024 Annual Meeting minutes. All members present voted in favor.

Herkimer BOCES District Superintendent D.J. Shepardson presented the Ilion Police Department with this year's Outstanding Community Partner Award.

Shepardson provided his 2025 Annual Meeting message.

Shepardson introduced component superintendents that have candidates for the open BOCES Board of Education seats.

Four candidates were nominated for four BOCES Board of Education seats. Four seats were for three-year terms of office from July 1, 2025, through June 30, 2028. The candidates seeking a position on the BOCES Board of Education were introduced: Janine Lynch – West Canada Valley CSD, Samuel Luce – Herkimer CSD, Rick Virkler – Central Valley CSD, and Holly Pullis – Owen D. Young CSD.

Shepardson reminded everyone of the BOCES budget vote and election of BOCES board members scheduled for April 16.

With no further business, Mendl called for a motion to adjourn the meeting.

Herkimer BOCES board member Ron Loiacono moved and Pullis seconded a motion to adjourn the meeting at 7:01 p.m. All members present voted in favor.

-Shawn Maxson, Clerk of the Board

A letter to our component school board members and superintendents

April 2026

Dear component board members and superintendents,

We are excited to welcome you to the Annual Meeting at Herkimer BOCES! We will be meeting at the WEB Complex on Gros Boulevard. Students in the Culinary and Hospitality program will prepare an array of impressive food stations that will include small plate options and desserts. This will provide the opportunity for attendees to socialize before the entertainment begins.

This year, students from the Central Valley Academy Chamber Choir will perform. Mr. Travis Costin, President of the Central Valley Central School Board of Education, will preside over the Annual Meeting.

We are grateful for your ongoing support of our facility project. With Phase 1 complete, we invite you to tour the WEB Complex at 5:30 p.m. prior to the reception. As Phase 2 begins this summer, these much-needed renovations continue to be made possible by your regional partnership.

Our student focus in this publication is Michael Grecco, a resilient young man from Herkimer Central School District who has overcome significant adversity to stay on track for graduation. Michael's hard work and passion for woodworking embody the spirit of BOCES, and we are honored to present him with our third annual Student Spotlight Award.

Our Outstanding Community Partner Award recipient to be recognized at this year's Annual Meeting is MOVAC, Mohawk Valley Ambulance Corps Inc.

MOVAC was selected based on their work with the School To Careers and Rescue Heroes programs and were nominated for their:

- Consistency: They have been involved since the School to Careers program started.
- Professionalism: They are noted for being reliable, communicating clearly and following through on projects.
- Student focus: They help students learn practical workplace skills and set realistic career goals.
- Relationship management: They maintain a steady, respectful link between the schools and the community.

Herkimer BOCES views MOVAC as a dependable, long-term partner that provides students with measurable career development opportunities. You can read more about this partnership later in this publication.

Thank you again for your continued support of our Herkimer BOCES programs and students.

Please do not hesitate to reach out to me or any of the BOCES board members with your ideas and suggestions.

Thank you for coming together to celebrate the many accomplishments of this region!

Sincerely,

Holly Sue Pullis

President, Board of Education

Herkimer-Fulton-Hamilton-Otsego BOCES



Administrative and capital budget primers

Administrative budget primer

BOCES operates with the collective support of its component school districts; the districts must pay an administrative assessment to cover the administrative portion of the total costs of operating BOCES.

A district's responsibility or level of ownership of the administrative budget is determined by its student population.

The number used is resident weighted average daily attendance [RWADA].

Each district's proportion of the total RWADA for all districts is the district's portion of the administrative budget responsibility.

The BOCES administrative budget is submitted to each component Board of Education for annual approval in April.

If approved by the boards of education, the administrative budget is reviewed by the New York State Education Department for its compliance with law and regulation.

Upon approval, the administrative budget is static. This means that, unlike program budgets maintained by BOCES, the administrative budget does not fluctuate because of district requests.

The categories that make up the administrative budget are prescribed by law and, therefore, are consistent BOCES-to-BOCES throughout New York state.

Capital budget primer

An estimate of the rentals, capital expenditures and debt service of the BOCES is presented along with the BOCES administrative budget.

State legislation, which gave component boards the right to vote on the administrative budget in 1994, purposely exempted the capital budget from a vote.

Were the capital budget fixed, BOCES would be unable to respond to mid-year district requests requiring additional classroom rentals, such as special education classes.

NYS Commissioner of Education letter for BOCES annual meetings

February 2026

Dear members of the Cooperative Boards of New York state:

New York's public education system is strongest when we work together to expand opportunity for every student. BOCES have long been essential partners in that work – strengthening instructional programs, expanding career and technical education, providing shared services and helping districts collaborate to meet student needs across regions.

This year, I want to highlight "NY Inspires: A Plan to Transform Education in New York State," NYSED's phased roadmap to implement the Board of Regents' graduation measures recommendations. Developed through years of statewide engagement with educators, families, students, higher education, business partners and BOCES, NY Inspires is designed to ensure that every student graduates prepared for careers, college and civic life. The plan centers on four major shifts: adopting the New York State Portrait of a Graduate, redefining credits to focus on demonstrated proficiency, sunsetting diploma assessment requirements and moving to one diploma. The phased approach is intended to support thoughtful planning, professional learning and continuous feedback as districts transition to an updated system of pathways and measures – actions BOCES across our state are already playing a pivotal role in supporting.

NY Inspires will require strong regional capacity to expand access to high-quality opportunities, particularly cross-district course access, early college and dual enrollment, CTE and work-based learning networks, shared instructional and specialized staffing models, professional learning and coordinated student supports. BOCES are uniquely positioned to help districts implement these changes in ways that are equitable, scalable and locally responsive.

I also want to recognize the leadership of BOCES district superintendents in the regionalization initiative. All 37 BOCES participated, with over 83% of districts engaged with higher education, workforce, government and community partners. The regional plans, aligned with the key legislative and budget priorities of the department, reflect both near-term actions and forward-looking recommendations for state consideration, organized around four consistent themes:

- Increasing access to early learning, academic offerings and graduation pathways
- Promoting student engagement, safety and healthy development
- Enhancing educator quality and recruitment
- Exploring innovative models for cross-district collaboration

These themes and recommendations will help inform NYSED and the Board of Regents as we shape future legislative and budget priorities in partnership with the executive and legislature.

Thank you for your leadership and continued partnership on behalf of New York's students.

Sincerely,

Betty A. Rosa,

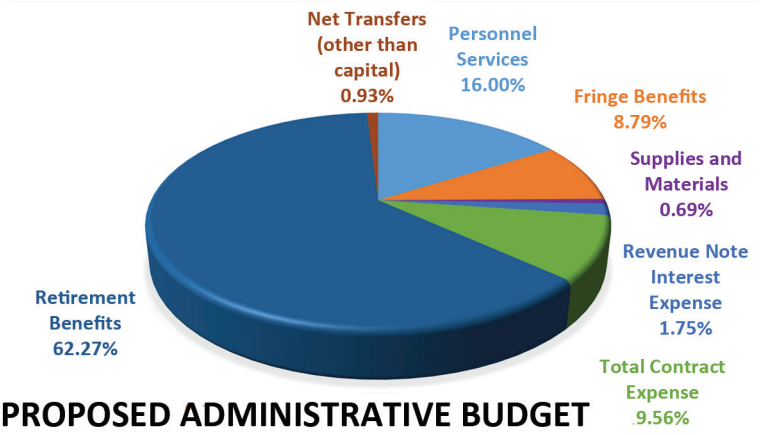
New York State Commissioner of Education

2026-27 Proposed Budget Summaries

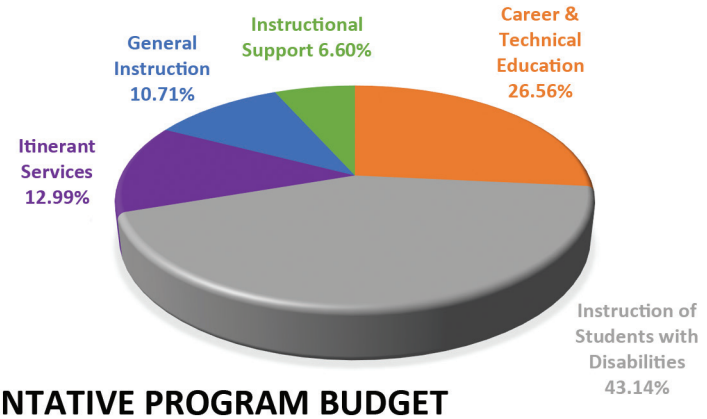
Summary of Proposed Administrative Budget	
Personnel Services*	$823,792
Fringe Benefits**	$452,295
Equipment	$0
Supplies and Materials	$35,660
Revenue Note Interest Expense	$90,000
Total Contract Expense	$492,295
Retirement Health Insurance Benefits	$3,205,000
Net Transfers (other than capital)	$48,105
Total Administrative Budget	$5,147,147

**Salaries of central administrative and supervisory personnel.*

***Benefits of central administrative and supervisory personnel.*



PROPOSED ADMINISTRATIVE BUDGET



TENTATIVE PROGRAM BUDGET

Summary of Tentative Capital Budget	
Rental of Facilities	$612,000
Transfer to Capital Project Fund	$10,150,000
Total Capital Budget	$10,762,000

Summary of Tentative Program Budget	
Career and Technical Education	$8,421,686
Instruction of Students with Disabilities	$13,677,814
Itinerant Services	$4,119,432
General Instruction	$3,396,528
Instructional Support	$2,091,818
Total Program Budget	$31,707,278

Compensation of District Superintendent of Schools	
State Salary	$43,499
BOCES Salary	$161,406
Annualized Benefits	$40,254
Total Compensation	$245,159

Voting Information

Members of all component boards of education will vote on the 2026-27 Herkimer BOCES administrative budget on Wednesday, April 15. Voting will take place in each district. After board members cast individual votes, each school board will file a single majority vote.

Component boards will also vote on three BOCES Board of Education seats, which are each for a three-year term. The following districts have open seats: Dolgeville, Mount Markham and Poland.



Owen D. Young student Lily-Ann Richvalsky identifies bones during class in the Herkimer BOCES Conservation program.

A look at component school enrollments for the last 10 years

Central Valley:
- **2016-17:** 2,216
- **2017-18:** 2,191
- **2018-19:** 2,121
- **2019-20:** 2,114
- **2020-21:** 2,130
- **2021-22:** 2,088
- **2022-23:** 2,076
- **2023-24:** 2,053
- **2024-25:** 2,003
- **2025-26:** 1,942

Dolgeville:
- **2016-17:** 851
- **2017-18:** 874
- **2018-19:** 804
- **2019-20:** 815
- **2020-21:** 798
- **2021-22:** 787
- **2022-23:** 778
- **2023-24:** 755
- **2024-25:** 824
- **2025-26:** 727

Frankfort-Schuyler:
- **2016-17:** 942
- **2017-18:** 949
- **2018-19:** 927
- **2019-20:** 942
- **2020-21:** 883
- **2021-22:** 841
- **2022-23:** 839
- **2023-24:** 842
- **2024-25:** 914
- **2025-26:** 911

Herkimer:
- **2016-17:** 1,101
- **2017-18:** 1,052
- **2018-19:** 1,066
- **2019-20:** 1,044
- **2020-21:** 1,008
- **2021-22:** 1,072
- **2022-23:** 1,056
- **2023-24:** 1,058
- **2024-25:** 1,083
- **2025-26:** 1,069

Little Falls:
- **2016-17:** 1,104
- **2017-18:** 1,112
- **2018-19:** 1,096
- **2019-20:** 1,076
- **2020-21:** 1,065
- **2021-22:** 1,091
- **2022-23:** 1,075
- **2023-24:** 1,102
- **2024-25:** 1,085
- **2025-26:** 1,061

Mount Markham:
- **2016-17:** 1,049
- **2017-18:** 1,038
- **2018-19:** 1,058
- **2019-20:** 1,044
- **2020-21:** 987
- **2021-22:** 1,015
- **2022-23:** 1,021
- **2023-24:** 973
- **2024-25:** 965
- **2025-26:** 970

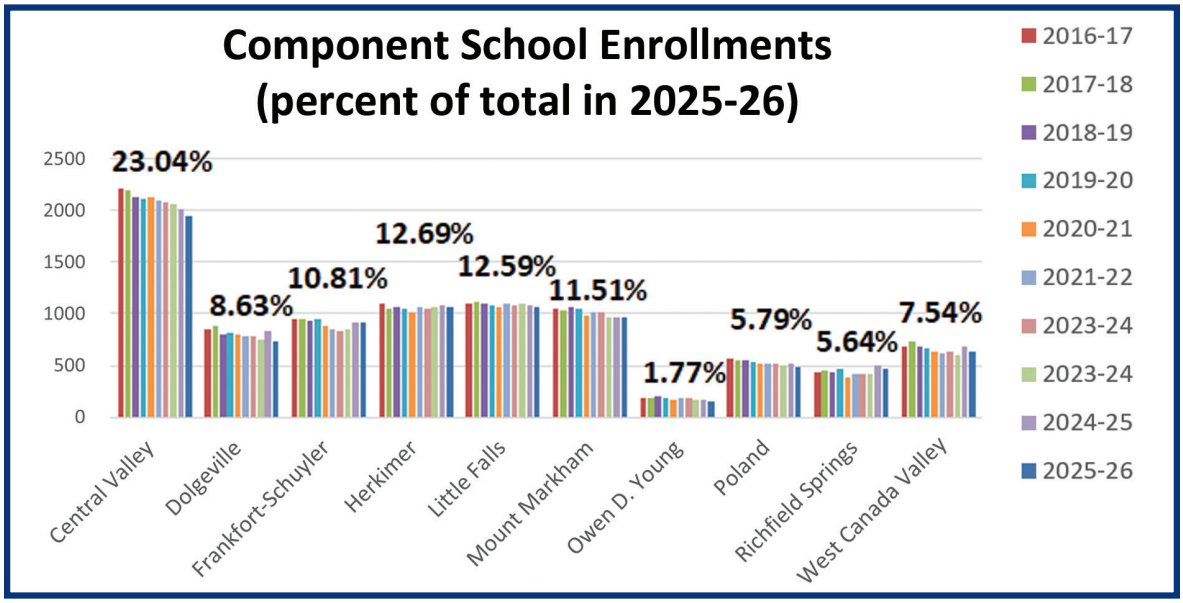
Owen D. Young:
- **2016-17:** 191
- **2017-18:** 193
- **2018-19:** 194
- **2019-20:** 184
- **2020-21:** 173
- **2021-22:** 181
- **2022-23:** 180
- **2023-24:** 171
- **2024-25:** 162
- **2025-26:** 149

Poland:
- **2016-17:** 572
- **2017-18:** 551
- **2018-19:** 551
- **2019-20:** 536
- **2020-21:** 517
- **2021-22:** 513
- **2022-23:** 512
- **2023-24:** 498
- **2024-25:** 519
- **2025-26:** 488

Richfield Springs:
- **2016-17:** 431
- **2017-18:** 449
- **2018-19:** 441
- **2019-20:** 467
- **2020-21:** 390
- **2021-22:** 417
- **2022-23:** 424
- **2023-24:** 413
- **2024-25:** 496
- **2025-26:** 475

West Canada Valley:
- **2016-17:** 689
- **2017-18:** 727
- **2018-19:** 686
- **2019-20:** 660
- **2020-21:** 634
- **2021-22:** 620
- **2022-23:** 625
- **2023-24:** 602
- **2024-25:** 678
- **2025-26:** 635

Total:
- **2016-17:** 9,146
- **2017-18:** 9,136
- **2018-19:** 8,944
- **2019-20:** 8,882
- **2020-21:** 8,585
- **2021-22:** 8,625
- **2022-23:** 8,586
- **2023-24:** 8,467
- **2024-25:** 8,729
- **2025-26:** 8,427



Percentage of CTE participation out of component district enrollment for grades 11-12

Regional grades 11-12 enrollment:		CTE enrollment:*		Percentage of CTE enrollment**	
2016-17: 1,380	**2021-22:** 1,319	**2016-17:** 478	**2021-22:** 396	**2016-17:** 34.64%	**2021-22:** 30.02%
2017-18: 1,359	**2022-23:** 1,272	**2017-18:** 421	**2022-23:** 411	**2017-18:** 30.98%	**2022-23:** 32.31%
2018-19: 1,333	**2023-24:** 1,322	**2018-19:** 390	**2023-24:** 482	**2018-19:** 29.26%	**2023-24:** 36.46%
2019-20: 1,352	**2024-25:** 1,363	**2019-20:** 383	**2024-25:** 513	**2019-20:** 28.33%	**2024-25:** 37.64%
2020-21: 1,398	**2025-26:** 1,260	**2020-21:** 369	**2025-26:** 501	**2020-21:** 26.39%	**2025-26:** 39.76%

**The CTE enrollment numbers don't include READiTEC students or students who are in VP-TECH but not a CTE program. For 2025-26, there are 24 READiTEC students and 28 additional VP-TECH students.*

***Percentage of CTE enrollment out of regional grades 11-12 enrollment*

Capital Project update

Submitted by Assistant Superintendent for Finance and Operations James Picolla.

We are pleased to share that Phase 1 of our capital project has reached substantial completion. All spaces are now fully occupied, and contractors are working through final punch list items. A few remaining site elements will be completed in the spring once weather conditions allow.

Planning for Phase 2 is progressing smoothly. Our project documents were submitted to the New York State Education Department in December, and we anticipate opening and awarding bids in April. Construction at both the Pathways Academy and the William E. Busacker Complex is scheduled to begin in late June.

At Pathways, construction will continue through early fall 2027. The campus will be closed during the next two summers, and classroom usage will be adjusted during the school year to accommodate the construction schedule. While we do not anticipate any interruption to instruction, we recognize that the process will bring some disruption, and we appreciate everyone's flexibility and cooperation.

At the WEB, the majority of construction will take place during the summer months. Some work in shared spaces — including the cafeteria and kitchen — will extend beyond the summer, but plans are in place to ensure uninterrupted meal service for students.

Highlights of the work at Pathways include:

- A fully renovated food service kitchen and cafeteria
- New technology and family & consumer science labs
- A new science lab
- Comprehensive HVAC, security and building controls upgrades
- Improved sidewalks and additional site enhancements

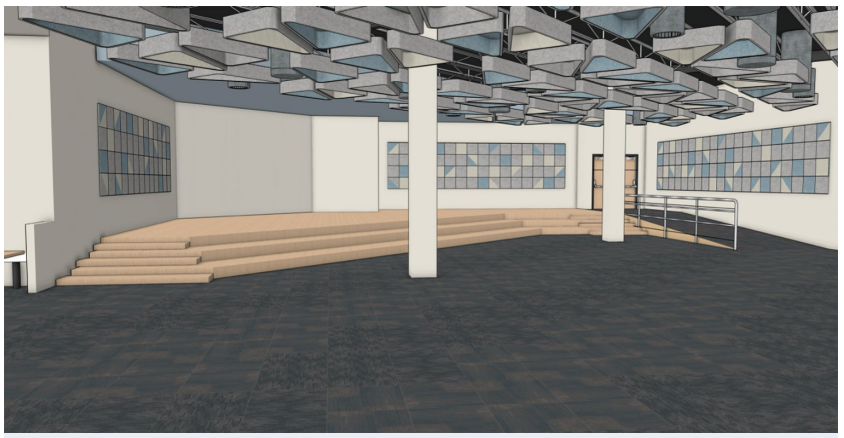
At the WEB, project highlights include:

- A renovated playground
- Acoustic improvements to the lobby
- A secure entryway
- A fully renovated food service kitchen
- Completion of work initiated during Phase 1

We are excited about the progress made thus far and the improvements ahead, which will significantly enhance our facilities and better support our students and staff.

More information

Visit www.herkimer-boces.org/page/capitalproject to find additional information and updates on the Herkimer BOCES capital project.



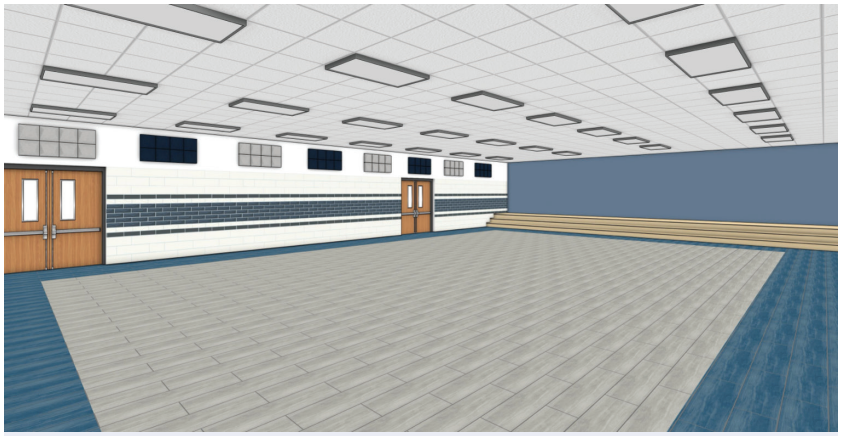
Rendering of proposed WEB Complex lobby enhancements.



Rendering of proposed WEB Complex cafeteria enhancements.



Rendering of proposed Pathways Academy family & consumer science classroom enhancements.



Rendering of proposed Pathways Academy cafeteria enhancements.

Program highlights: Technical Education

Director of Career and Technical Education Zane Mahar

Career and Technical Education at Herkimer BOCES continues to build strong momentum, driven by intentional partnerships and meaningful opportunities for students to apply their learning in authentic contexts.

The school year opened with a clear focus on student success and positive learning environments. All CTE students participated in structured Dignity for All Students Act (DASA) training, reinforcing expectations for respect, inclusivity and professionalism across programs.

Principal of Career and Technical Education Sheri Perry further strengthened the student experience by personally meeting with each program area to welcome students, review expectations and set the tone for a successful year.

A major area of growth has been the continued evolution of the Real Experience and Designed Instruction in Technical Education Careers (READiTEC) program. Under the leadership of Supervisor of Special Programs in Career and Technical Education Patricia Wilson, the program has refined its mission and vision while implementing an eight-part professional learning series centered on learning intentions and success criteria. This work is helping students develop ownership of their learning while strengthening instructional clarity across classrooms.

During the holiday season, student engagement in READiTEC was on full display during an interdisciplinary gingerbread project that intentionally blended culinary arts, construction and welding concepts. Beyond the creativity and fun, the project required students to plan, measure, problem-solve and persevere when structures did not initially hold – mirroring real-world technical challenges.



Herkimer BOCES Career and Technical Education juniors who attended the SkillsUSA New York Area II Regional Conference on Feb. 6 at SUNY Morrisville pose for a photo together with some of the award trophies.



Herkimer BOCES Welding and Metal Fabrication student Gavin Pizer, from Herkimer CSD, welds during class.

CTE programs also continue to deepen their college and industry connections. Ninth-grade Valley Pathways in Technology Early College High School (VP-TECH) students are now accessing Herkimer College coursework earlier in their pathway, helping to build confidence and college readiness.

Principal Perry's invitation to serve on Herkimer College's College Now Advisory Board further reflects the strength of this

partnership and Herkimer BOCES' growing regional leadership.

A visit from Snap-on Industrial Tools executives opened new conversations about expanding access to industry-standard tools and workforce-aligned experiences.

Student leadership remains a hallmark of the program. Approximately 85 Herkimer BOCES students participated in the SkillsUSA New York Area II Regional Conference – winning awards in competitions and showcasing their technical expertise and professionalism, while two students stepped forward as candidates for state officer positions.

Looking ahead, the upcoming Universal Design for Learning (UDL) ambassador training for CTE staff members will further strengthen instructional practices across CTE classrooms.

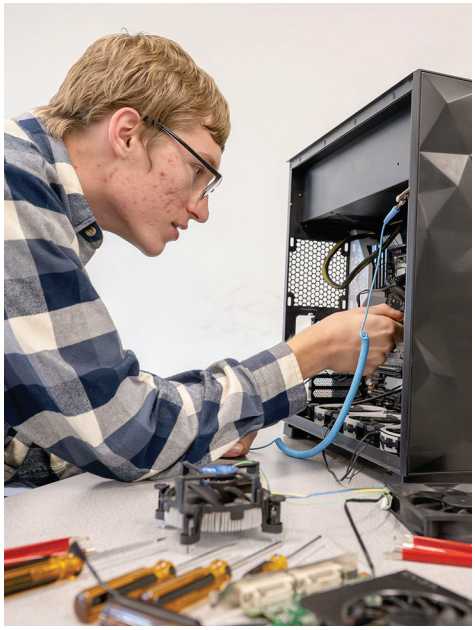
Herkimer BOCES CTE programs continue to position students for success through authentic learning, strong partnerships and a clear focus on the skills demanded by today's workforce.

Pictured to the right from top to bottom: Herkimer student Markeya Smith in Advanced Manufacturing, Frankfort-Schuyler student Vincent Luther in READiTEC, Little Falls students Ashima Rushing (left) and Ellianna Rivera (right) in Health Science Careers and Mount Markham student Bradley Smith in Heavy Equipment Repair Operations. Pictured below: Dolgeville student Jacob Moore in Network Administration.











Program highlights: Instructional Support and Adult Education

Director of Instructional Support Services and Adult Education
Ruth Leavitt

Instructional Support Services and Adult Education

Instructional Support Services remain a cornerstone of Herkimer BOCES' regional impact, providing high-quality professional learning, coaching and leadership development to component districts.

Since the start of the school year, ISS has delivered professional development to more than 445 educators across the region, reflecting both the demand for and the quality of the team's support. Instructional coaching partnerships with Dolgeville, Richfield Springs and Owen D. Young continue to deepen, helping districts strengthen classroom practice and student engagement.



Local eighth graders visit the Visual Communications and Media Arts classroom on Feb. 10 while touring the Herkimer BOCES WEB Complex during the Journey from 8 to Great organized by School to Careers.

One of the most impactful initiatives remains the New Teacher Seminar. With strong participation from almost all our districts, the seminar provides first-year educators with practical tools in classroom management, formative assessment and de-escalation strategies. The program's success has drawn statewide attention, with Herkimer BOCES invited to share its model at the Staff/Curriculum Development Network of New York State.

The team continues to advance Science of Reading alignment while also supporting districts in understanding emerging New York State Education Department initiatives such as the Portrait of a Graduate. Together, these efforts position Herkimer BOCES as a regional leader in instructional improvement.

The Adult Literacy program currently serves 113 students and has made significant strides in improving the accuracy and organization of Adult Student Information System & Technical Support (ASISTS) data. Pre- and post-testing protocols are now fully aligned, allowing for more precise progress monitoring and stronger compliance with state expectations.

School to Careers (STC)

This year marked the launch of the largest Advanced Career Immersion Experience (ACIE) cohort to date, with more than 50 students participating from all 10 component districts. Additional internship placements throughout the fall continued to grow the program's reach.

Students across the region also benefited from a series of high-impact career exploration events, including Poland Alumni Career Day, the CVA Senior Roundtable and the Pathways Veterans Day program. These experiences provide students with authentic exposure to postsecondary options while strengthening connections with regional employers and community partners.

Career exploration efforts also reached a broad audience through the Journeys Beyond Jarvis – Jarvis Middle School Career Day, a large-scale regional event that welcomed 40 industry leaders from across the Mohawk Valley. Students had the opportunity to interact directly with professionals representing a wide range of career sectors, helping them make meaningful connections between classroom learning and future opportunities.

One of the highlights this year was the continued success of the Rescue Heroes Summer Day Camp program, which introduced young women in grades 9–12 to high-demand careers in emergency and rescue services. Participants engaged in powerful, hands-on learning experiences through visits to the Syracuse Fire Department training center, the Herkimer County Emergency Services 911 call center, and Mohawk Valley Ambulance Corps (MOVAC). These authentic experiences not only exposed students to critical career pathways but also intentionally elevated the vital role of women in emergency services fields. The program continues to build both awareness and confidence among participants as they consider future career possibilities.

In addition, Herkimer BOCES proudly hosted this year's Journey from 8 to Great visits, welcoming more than 650 eighth-grade students from all 10 component districts to tour Career and Technical Education programs. These visits provide an important early introduction to CTE pathways and continue to generate strong interest among middle school students as they begin planning their high school experiences.

School to Careers is significantly expanding the region's career readiness pipeline and strengthening employer engagement.

Student Services

Herkimer BOCES remains deeply committed to supporting students through comprehensive regional services. The Home Instruction program continues to serve approximately 445 students and families, ensuring continuity of learning for students who require instructional support outside of traditional school settings.

The Arts in Education Co-Ser also continues to demonstrate significant regional impact. All 10 component districts utilized the service this year to bring high-quality arts and enrichment experiences directly to students. During the 2024–2025 school year alone, BOCES processed 551 requests for arts-based student experiences, reflecting strong district engagement and the continued value of this program in supporting well-rounded educational opportunities.



In front, Colgate University Associate Provost for Sustainability John Pumilio (center) and two of the sustainability department's interns pose with Herkimer BOCES Honors Program students (in back). Pumilio and the interns led a tour and question-and-answer session with the students on Oct. 7 at Colgate University.

Similarly, the Honors Program Co-Ser remains an avenue for extending learning beyond the traditional classroom. All component districts participated in this year's programming, which offered a rich and diverse menu of experiences designed to challenge and inspire students at every level.

At the Honors Program elementary level, students engaged in immersive experiences such as "Iroquois Indians," "The Wellin Museum," "Creature Crafting 101! Writing and Drawing," "Soaring Stories," "Wellness & Me" and "Magic Rocks!" – each designed to spark curiosity and deepen content connections.

Middle school students participated in hands-on, exploratory learning through Honors Program offerings such as "Robotics," "Letters Home: Civil War Stories," "Playful Engineers," "Health & Happiness," "Making Graphic Novels," "Puppet Making" and "Basketry." These experiences supported both creativity and critical thinking during an important developmental stage.

At the Honors Program high school level, students accessed advanced enrichment opportunities including "Exploring Sustainability at Colgate University," "Master Class: Music College Auditions," "MVCC Theater Class," "Ball in the House," "Felting" and "Jewelry Making." These experiences provided meaningful exposure to college-level expectations and specialized artistic pathways.

Adult Practical Nursing Program

The Herkimer BOCES Adult Practical Nursing program continues to be a critical workforce pipeline for the region's healthcare industry as students study to become licensed practical nurses (LPNs).

The program currently serves 79 students across full-time and part-time cohorts and has launched its first-ever Student Governance Committee, giving students a meaningful voice in program improvement. Interest in the program remains strong, as evidenced by the successful November Open House and ongoing entrance testing for future cohorts.

Students have completed key coursework and preparation for clinical experiences, while the development of two promotional videos is expected to further increase program visibility and recruitment.

The LPN program continues to deliver high-quality preparation for in-demand healthcare careers while strengthening its regional profile.



Herkimer BOCES Adult Practical Nursing Program part-time day student Mataya Levellie practices with a mannequin at the Herkimer BOCES Gateway Center.

Program highlights: Special Programs

Director of Special Programs at Pathways Academy and Central Valley 5-12 Tracy Facchini and Director of Early Childhood Education, Autism and Itinerant Services Melanie Welch

Special Programs across Herkimer BOCES have experienced a year of thoughtful growth, expanded capacity and deepened commitment to inclusive, student-centered learning environments.

In response to increasing regional needs, the team successfully expanded programming by adding an alternative education classroom, opening a new 8:1:1 classroom for grades 2–3, launching five additional 6:1:2 autism classrooms serving students across K–12, re-starting alternative education middle school and adding an Academics Re-imagined Connecting Healing, Education and Supports (ARCHES) high school classroom.

These strategic additions have significantly reduced waitlists and improved access for students requiring specialized supports – an important milestone for both BOCES and component districts.

Equally impressive has been the intentional focus on building joyful, inclusive school communities. At the William E. Busacker Complex, students participated in a schoolwide Halloween parade and trick-or-treat experience that highlighted the power of assistive communication. For many students, using devices to independently say "trick or treat" and "thank you" represented meaningful progress and authentic participation.

Pathways Academy students have also been deeply engaged in learning that connects academics, social-emotional development and community awareness. From the "random acts of kindness" projects supporting local nursing home residents to career exploration presentations delivered in partnership with School to Careers staff, students are developing both skills and confidence in their future pathways.

Our youngest learners in Early Childhood Education programs continue to thrive through intentionally designed experiences that support the whole child. Outdoor learning, cooperative block play and weekly yoga Fridays are helping students strengthen motor development, build self-regulation skills and establish healthy learning habits early in their educational journey.

Behind the scenes, the investment in staff capacity has been equally strong. Peer-led professional learning at Pathways highlighted the depth of internal expertise within the program. All staff are focusing on Core Knowledge Language Arts (CKLA) literacy implementation, restorative practices and tier-one and tier-two behavioral supports.

We will continue to leverage this internal knowledge, as well as support new learning through collaboration with our Herkimer BOCES professional development department.

Special Programs continue to expand responsibly while maintaining a strong culture of inclusion, collaboration and high expectations for every learner.









Pictured to the right from top to bottom: Herkimer BOCES Special Programs students work at the Scholastic Book Fair at the WEB Complex, participate in Dairy in the Classroom, learn about fire safety and visit the Cullen Pumpkin Farm in Richfield Springs.

Student Spotlight: Pathways Academy helps student grow from reading, writing challenges to woodworking dreams

When Michael Grecco joined the 8:1:1 program at the Herkimer-Fulton-Hamilton-Otsego BOCES Pathways Academy in seventh grade, he had a long road ahead of him if he wanted to get to where he is now: about to graduate with dreams of one day operating his own woodworking business.

"I was kind of a troubled kid, and I didn't really know how to read or write," Grecco said recently, while sitting on a stool in the Trade Industries classroom at Pathways. "I came a long way from where I was – from all my anger and all that stuff in the past – I've come a long way, and I like the man who I've become today. I have worked hard. I can read a lot better. I can write a lot better."



Herkimer BOCES Pathways Academy student Michael Grecco (center) poses with Herkimer BOCES Trade Industries teacher Adam Spatto (left) and teaching assistant Cheri Evangelista (right) in front of a chair Grecco is building.

Grecco credits the teachers and staff at Pathways Academy with helping him turn things around.

"I thank all of them because if I wasn't here, I think I would still be going down the wrong path I was going down," he said. "Honestly, all of them have helped me a lot, and I really do thank them for that."

Herkimer BOCES is presenting the 2026 Student Spotlight Award to Grecco during the Herkimer BOCES 2026 Annual Meeting on Wednesday, April 1, at the William E. Busacker Complex in Herkimer to recognize his growth during his academic career.

Grecco, now a senior enrolled at Herkimer Central School District, spends his school days at the Herkimer BOCES Pathways Academy in the former Remington Elementary School building in Ilion. He was born in the state of Florida and moved to the Herkimer BOCES region at around the age of 13 – joining the Pathways Academy shortly after, when he was enrolled at Central Valley Central School District.

Herkimer BOCES provides alternative education and special education classes at the Pathways Academy – including the 8:1:1 program that Grecco participates in with one teacher and one teaching assistant working with a classroom of eight students.

Because Pathways Academy is a school with students facing academic, behavioral and other challenges, Pathways Academy sometimes gets a negative label, but Grecco said he has seen many positives that have helped him: small class sizes, no homework to cause stress for after school and more help in school, so he can focus more and learn better.

"This school helped me a lot," he said. "Honestly, this school actually helped me a lot with my issues and stuff. I think it is a really good school. I think the people who do come here – they do come here for trouble and stuff, but I think they do turn it around."

A turning point

It was in eighth grade, his second year at Pathways Academy, that Grecco started to really make improvements. He felt like he was ready to be done with the way things were going and wanted to make a "change for the better."

"I just wanted to turn it around," he said. "I believe I did. I've definitely come a long way from my Florida days to now. I'm glad I came here [to Pathways Academy]. I'm really proud that I did come here. All of these teachers really helped me through a lot, and I thank every single one of them."

Another major factor in Grecco's improvement that year was that's when he first joined the Trade Industries class with Trade Industries teacher Adam Spatto. Grecco has taken a Trade Industries class every year since – forming a supportive and playful bond with Spatto and Trade Industries teaching assistant Cheri Evangelista over the years.

"It actually gave me something to more-focus on, and honestly, I do thank them for it," Grecco said. "This class helped me get out of that bad state of mind I was in."

Instead, he now was involved with hands-on work and building things. Ever since he was younger, he would play with cardboard and other materials and always would be building something, he said.

Continued on the next page...

Student Spotlight on Pathways student Michael Grecco continued...

"This class actually showed me more to do with that, and I do appreciate that a lot," he said. "Hopefully, one day, I could take the skills and hopefully get my own business going. I mean, that's one of my dreams at the moment – is to have my own woodworking business."

Over the years in the program, Grecco has built many projects – including some that Grecco thought up on his own such as building a cooler.

"You know what – we figured out how to build a cooler," Spatto said.

A support system

The combination of doing hands-on work in Trade Industries and the extra support at Pathways Academy in general were huge for Grecco, he and his teachers agreed.

"He not only came here for behaviors in district; he came here also because of his studies – because he was struggling in school and needed more one-on-ones with teachers and staff than what districts could provide for him, and that's when I think he started growing more as a person."

Evangelista said she first heard about Grecco when he was in 10th grade after he stood up for a student who was getting bullied. During Trade Industries class, he didn't hesitate to ask questions, he stayed patient when working on projects and he maintained an interest in learning how to build things. She has seen him become a happy, smiling, go-lucky person who is dependable and respected by students and staff.

Grecco said Pathways Academy has made it easier to learn and grow as a student.

"All the teachers in this school are great – all of them," he said, adding that teachers will have your back no matter what. "They actually take their time, they actually work with the children, they actually do what they're supposed to, and honestly, that's great."

Some students might enter Pathways with a bad attitude about being there, but Grecco believes that if students stop and realize what the school is all about, they'll find that it's a great place for them.

"As long as you come here, get done what you need to get done, go home – that's all you need to do, literally. You've got no homework, nothing."

Having no homework at Pathways Academy is something that Grecco and his teachers agree is "a good thing."



When Pathways Academy student Michael Grecco came up with the idea that he wanted to build a cooler in his Trade Industries class, he and his teachers made it happen.

"A lot of it is based on the fact that they have enough to worry about or to do in their home lives or personal lives that homework might not fit into the equation at home, and it's just one more stress that they would be carrying home with them," Evangelista said.

With smaller class sizes and more support per student, Pathways is able to help the students learn the work during the school day.

"So we're able to spend a lot more time with the students individually, help them where they struggle, get them to succeed and learn what they need to know for that particular class," Spatto said. "You're getting the help you need. You're getting a lot more one-on-one attention."

Evangelista said Pathways teachers and staff discuss areas where students are facing challenges in school, what they're dealing with in their home life and personal life and how teachers and staff can work as a team to support them educationally and personally.

"I think the value in this school is it is a smaller setting, and teachers are able to focus on students more and see who is struggling and where," she said. "We're able to see what students need a lot more just because it's smaller classes and see where their struggles are and see where we can help them improve and be better at everything."

A new role

As a senior, Grecco has an individualized Trades Industry class where he gets to gain work experience while supporting Spatto and Evangelista in the classroom – helping other students, organizing the classroom



Pathways Academy student Michael Grecco poses with a Trade Industries display board that he worked on in the Trade Industries class. He also made one for Service Industries.

and working on special projects such as building chairs and cornhole boards for local community raffles.

When asked about hosting Grecco for the opportunity, the teachers were quickly on board.

"Spatto and I did not hesitate," Evangelista said. "He works independently. He's responsible – where we don't have to be right side-by-side with him."

If teachers ask Grecco to do something, he's going to do it – and often will offer to go beyond what he was asked to do.

"And he's just reliable," Evangelista said.

Spatto also described Grecco as "self-sufficient" and helpful with other students.

"He's not afraid to say something to another student – saying, 'Hey, look, this is how you do this. Let me help you out with that' – something like that. It's just kind of nice."

Evangelista said she has also noticed Grecco repeating to other students lessons that he has learned from Spatto – such as to walk away for a minute when frustrated or that it's all right if something breaks because it can be fixed and done right.

"Other students go to him and ask him for help, and he doesn't hesitate to say, 'Yeah, let me help you,'" Evangelista said. "Michael has a calm presence, so other kids aren't intimidated by him, and he talks calmly."

Grecco appreciates that he's now in a position where he can support other students in school.

"It feels good. I get to help them out when they need a hand – and you know what, everybody needs a hand in this lifetime," Grecco said. "So whatever you can help with, help with it. Make their day. Even if it's a kid or a full-grown adult or your best friend – whoever it may be – help the person out if they need help because honestly in this world and scary times that we're in nowadays, everybody needs a hand."

A project

Grecco's happy place usually involves woodworking – whether it be in the Trade Industries class or in his workshop in the basement at home.

"Hands down, I love being in my shop, and I love just building whatever I can think of – it's a table one day, and it's a chair the next," Grecco said. "It's peaceful."

Grecco already sells items he builds – and often uses the money he earned to buy more tools. Spatto talks to him about the business aspects such as accounting for materials and time when setting the price of a project.

"He's taking a lot of skills he's learned here, and he's putting them to use right now – and he hasn't even graduated yet," Spatto said.

"He's incorporating them into his real life," Evangelista added.

Grecco hopes to operate his own woodworking business in the future – with a workshop in the back and chairs, tables and other items he built placed in the front of the shop for sale. He plans to work up to it gradually – opening an online Etsy store to sell his creations, making money and saving money.

Spatto believes Grecco will take on another job while doing woodworking on the side, at least initially, and Evangelista hopes Grecco considers becoming a trades teacher himself in the future.

Both teachers will be cheering for him as he chases his dreams, and they're confident that he has a bright future.

"He'll be OK – he'll be OK in life," Spatto said. "He's going to be a success story – without a doubt. He'll be a success story."

Grecco loves building projects and the feeling of seeing them completed. For his teachers who have watched him make so many improvements, seeing him on the verge of graduation and success gives a similar sense of satisfaction.

"It feels awesome," Spatto said. "When you have a student that you've helped out for the last several years – with a goal in life, particularly in what you taught them – it makes you feel really good. It makes you feel like you've accomplished what you're supposed to be doing, as far as a teacher goes."



Pathways Academy students Michael Grecco (left), from Herkimer CSD, and Kaden Looman (right), from Frankfort-Schuyler CSD, inspect a chair they built in Trade Industries.

Evangelista shared similar sentiments.

"I'm really proud of Michael for his progress – not only with studies, but him as a person, as a whole," she said. "He's very even keel. He takes pride in everything he does, and I think that's why he likes to see the finished project. He doesn't try to skip over things that need to be done even though they might be harder."

Grecco looked excited and happy whenever he talked about building projects. As he said the following description of the emotions involved with finishing building something, he was only talking about what it's like to complete a woodworking project, but it's not hard to imagine the same words being used to describe how it felt to complete his own journey through school.

"When the project gets done, I think it's the best part because when it's all finished, you're like, 'Oh, wow.' You actually take a step back, and you actually look at that project, and you're like, 'Wow, I just built that.' There's a lot of ups and downs for building a project, but honestly, I think that's the best part and the part I look forward to," Grecco said. "I built my table last weekend, and when it was all done, oh my God, it was so beautiful."

Outstanding Community Partner Award: MOVAC provides extensive support for local students' career exploration

When Herkimer-Fulton-Hamilton-Otsego BOCES School to Careers liaisons MaryBeth Napolitano and Sarah Crowe call Mohawk Valley Ambulance Corps Inc. with a request to help local students explore career opportunities, the response is as reliable as when community members call MOVAC for emergency support.

It's always a "yes."

"We call them, and they are there for us every time. It's funny because that's their line of work. They never tell us 'No,'" Crowe said. "It's their orientation toward the community: If you need us, we're there – whether it's school or an emergency."

For MOVAC's efforts to support local students, Herkimer BOCES is presenting the 2026 Outstanding Community Partner Award to MOVAC during the Herkimer BOCES 2026 Annual Meeting on Wednesday, April 1, at the William E. Busacker Complex in Herkimer.

MOVAC has worked with the Herkimer BOCES School to Careers program on STC events including career days at component districts, job shadowing opportunities, six-month internships through the Advanced Career Immersion Experience (ACIE) program and even helping students gain emergency medical technician certification. MOVAC has also supported the Herkimer BOCES Rescue Heroes Summer Day Camp, which gives local female students interested in first-responder careers the opportunity to explore various career options.

"MOVAC has been our partner since the beginning of School to Careers, and they really support us on every initiative possible – starting from the career awareness where they come in and bring a crew and a rig to our career days – and really at every education level: elementary all the way to high school," said Napolitano, who is also a work-based learning coordinator. "There's never a 'No.' There's a 'We'll figure it out – we'll make it happen.'"

That's why it was so important to Napolitano and Crowe to nominate MOVAC for the award – to recognize MOVAC Chief of Operations Robert Parry, Training Officer Laura Askew and the MOVAC board and employees.

"We felt so passionately about this recognition," Napolitano said. "Our community is so incredibly lucky to have them. We all should be indebted to them and show as much support as we possibly can."



Local students, School to Careers staff and MOVAC employees pose together by a MOVAC ambulance during the Herkimer BOCES Rescue Heroes Summer Day Camp.

Parry said receiving the Herkimer BOCES Outstanding Community Partner Award is very humbling.

"We don't always do this job for awards and such, but we're glad to receive it and get that recognition from the community – that we're making a positive impact in the community," Parry said. "We don't do this job for the recognition, but it's a huge accomplishment when we do get something like this."

'Opens their eyes'

MOVAC's support of STC career exposure events and career exploration activities makes a huge impact, and MOVAC employees are very generous with their time, Napolitano said. The involvement helps connect students to potential careers, she said.

"They're the pipeline," she said. "They really are our pipeline."

Parry said speaking with students lets MOVAC teach students more about their jobs, show some of the things they do and introduce them to new experiences.

"I think it's a great thing for students to have an understanding more of what we do as a profession. A lot of people just look at it and use the term of 'ambulance drivers,' when it's not really just that," Parry said. "This kind of opens their eyes up to new things and maybe gets them into a field that can cause them to grow."

Students find out there is more involved with the work than they might think.

"A lot of them think it's just an easy thing, but we explain to them all the training that we go through just to get our certifications and schooling and what we do on the day-to-day of being on the ambulance and how big of an impact it is not just to the children, but it's a huge impact on the community," Parry said.

Working for MOVAC allows people to help out in the same community where many of the staff grew up, Parry said.

"So it's kind of like seeing their family and giving back to it," he said.

'Inspire these students'

During Rescue Heroes over the past few years, the female students in the program have either visited the MOVAC educational center at the MOVAC facility or MOVAC has brought an ambulance to Herkimer BOCES and allowed students to explore it. Rescue Heroes participants are able to earn CPR and first aid certification during their time with MOVAC.

"The training equipment they have is very realistic and top-notch," Crowe said. "It makes it hands-on too. It's not just a presentation.

They get to apply it to the training dummies."

MOVAC goes above and beyond – from attending the Rescue Heroes completion ceremony for students to being very open when talking to students, Crowe said.

"They also will speak to students about their career path and about the work that they do every day, and they speak very passionately about how meaningful it is, how difficult it is, some of the challenges – they are willing to really open up and share with the girls in order to inspire them," Crowe said. "And I just get inspired listening to them because I can't believe what they do."

For students who want to do that type of work, the experience is very impactful, Crowe said.

"Working in career development with students, MaryBeth and I see there are just certain kids who are just so drawn to this field and want to do this and just need a little guidance on how to get going in that career field," Crowe said. "It's just a certain type of person – a very special type of person – they're able to inspire those students."

'To help others'

Some students are so interested in the career field that they take a six-month internship with MOVAC through STC's ACIE program.

"The students love it," Napolitano said.

MOVAC builds a strong and supportive relationship with the interns, Napolitano said. For the ACIE completion ceremony, STC invites the intern's mentor, but MOVAC over-delivers, she said.

"They usually bring the whole staff that can make it, and they show up and cheer on the student," Napolitano said. "It's awe-inspiring."

MOVAC has also helped encourage students – and even has sponsored the cost of some – receiving their EMT certification.

"We have many of our former students that became EMTs because of that," Napolitano said. "And that just allowed them growth from there – it started a foundational piece. Some of them are now working for 911 being dispatchers, they are now our local police officers, they are nurses."

One student who went through the ACIE internship and was sponsored by MOVAC for EMT certification was Frankfort-Schuyler Class of 2024 graduate Jenna Fazzolari.



From left: MOVAC Training Officer Laura Askew and Herkimer BOCES School to Careers liaisons Sarah Crowe and MaryBeth Napolitano sign a contract at MOVAC.

Fazzolari is now a second-year, biology pre-med student at SUNY Brockport, and she said MOVAC helped her reach where she is now.

"Starting college as a biology pre-med student was definitely challenging at first, but with time, I found my rhythm. Now, I'm deeply involved in neuroscience research and have the rewarding experience of teaching chemistry labs," Fazzolari said. "My internship with MOVAC truly solidified my passion for medicine and my desire to help others."

Parry called Fazzolari's pre-med status a "huge accomplishment" and said supporting students is about giving them career options. Sponsoring a student to get an EMT certification saves them about $700 and gives them the chance to work with MOVAC after high school, work elsewhere or pursue further education.

"We try to give them an opportunity after they've gone through – I think she rode for us like six months – so if it's something that they truly enjoy and truly like, we try to give them that opportunity and help them," Parry said. "We're trying to help them still pursue their career if they enjoy it and give them another option to do the stuff that they enjoy."

'A win-win situation'

Like any true partnership, the connection between Herkimer BOCES and MOVAC helps both organizations, Parry and the STC liaisons agreed.

"Their willingness to work with the schools allows them to grow a community of people dedicated to emergency services and first responders, which we of course need," Crowe said.

Continued on the next page...



Frankfort-Schuyler Class of 2024 graduate Jenna Fazzolari participates in an internship at MOVAC during high school through the Herkimer BOCES School to Careers ACIE program with her MOVAC mentor Ben Gurtowski, who now works for Herkimer County 911.

Outstanding Community Partner Award continued...

"They're growing their talent pipeline," Crowe continued. "It's recruitment. I think it's hard for students to go there and not feel like, 'Wow, this would be great place for me to start my career.'"

Napolitano said MOVAC's interactions with students not only introduce students to career opportunities but also help them understand how MOVAC is supporting the community and make them more comfortable with MOVAC in case they ever need to interact with them during an emergency situation.

"It's a win-win situation," Napolitano said. "We feel what we can give at our level is that exposure to them. And also allow that opportunity for students, as Sarah always says, 'You can't be what you can't see.' And we're giving that opportunity to students to see it, to believe it, to dream it and then ultimately achieve it. And that's really what we're about with School to Careers, and that's what our partners sign up for and what their commitment is."

Parry said the school interactions also give MOVAC employees the chance to get more involved with the community and help in a different way.

"I'm glad Herkimer BOCES School to Careers is doing these programs and internships," Parry said. "It is truly amazing that they're putting people into this profession to see what it's all about and get them hands-on experience and everything."

'Just like a family'

When students of various ages get the chance to interact with MOVAC, they get to witness a diverse group of workers who support each other like a family – and infuse positivity and humor into their days, Napolitano said.

"They embrace each other's strengths and challenges and truly work as a solid team," Napolitano said. "We love seeing that. They really immerse us and the students within it."

MOVAC employees let themselves be vulnerable when talking to students about the mental and emotional challenges of the job.

"It personalizes them," Crowe said. "Students realize, 'These are people just like me – like people I know.' I always say, 'You can't be what you can't see.' They see men, they see women. They're working together, supporting each other. I think it's hard for students to meet them and not think, 'Wow, this would be a supportive group of people to work with.'"



Local female students interested in first responder careers tour a MOVAC ambulance during the Herkimer BOCES Rescue Heroes Summer Day Camp.

MOVAC makes a point to let students fully experience the environment there, Parry said.

"They're included in what we do, so it's not like they're just here shadowing – they're included in all the stuff – but it kind of gives them that mindset of they're not walking through everything alone in life," Parry said. "We're here as a team, we're going to succeed, we're going to do all we have to do even on the hardest days and the rough days"

Just like in school, it's an important message to make sure everyone understands, Parry said.

"You're not alone. If you're struggling, somebody's always going to be there to help you along the way," he said. "It's a support system here. It's just like a family in EMS."

Parry also said students likely relate to MOVAC employees because there are similarities between working in emergency medical services and going through school.

"I think it's kind of like school – you're taking those tests and you're working your way through school to get accomplishments and graduate at the end of it, and that's kind of what EMS is like too in a sense," Parry said. "You join this to want to do something – the challenges are there, and it's hard and you've got to learn, and it's just like schooling: As long as you put forth an effort and truly endeavor on the project you want to succeed at, you're going to move forward and have a great career and a great choice."



Students in the Herkimer BOCES Rescue Heroes Summer Day Camp learn CPR and first aid skills while earning certifications through training provided by MOVAC staff.

A special 'thank you' goes out to...

The Central Valley Academy Chamber Choir

Thank you to the Central Valley Academy Chamber Choir for providing the entertainment at the 2026 Herkimer BOCES Annual Meeting under the direction of Mark Bunce, the Fine Arts Department chairman.

Choir members are listed below with music achievements noted in parentheses and indicated by the following symbols: # for All-County, ^ for Musical (9 to 5), @ for Area All-State, % for NYSSMA Solo Festival, ! for Conference All-State and + for Tri M Music Honor Society.

Soprano: Isabella Bouck (@^), Gabriella Chandler (@^%), Carlina Mula (+@^%), Bradi Risi (@^%), Anastasia Spatto (+@^%) and Fiona Stewart (+@^%).

Alto: Molly Brien (+@^%), Kathleen Dean (+#@!^%), Angelina Geloso (+@^%), VaidaLee Hogeboom (@^%), Reese Judd (+@^%) and Rain Magog (+@^%).

Tenor: Cade Ciallelo (+@^%), Alejandro Cotto (#^%), Liam Maxson (^), Zhayne Scott (@^%), Aiden Sheffler (@^%) and Gabriel Taratuchin (@^%).

Bass: Jacob Blovat (@^%), Noah Hisert (@^%), Quinn Pickett (#^%), Matthew Rys (^%), Wayne Staring (@^%) and Mason Waseleski (@^%).

The Herkimer BOCES Culinary and Hospitality program

Thank you to the Herkimer BOCES Culinary and Hospitality program for providing hospitality, hors d'oeuvres, desserts and drinks to guests from Herkimer BOCES and the 10 component districts at the 2026 Herkimer BOCES Annual Meeting.

Appreciation goes out to Culinary and Hospitality instructors Dominick Scalise and Brandie Reid, teaching assistant Angeline Farrington and all the students who are participating this year.



Above: The Central Valley Academy Chamber Choir will perform at the Herkimer BOCES Annual Meeting.

Below: Herkimer BOCES Culinary and Hospitality students work during class. Middle, left: Frankfort-Schuyler student Ruslan Kurganov. Middle, right: West Canada Valley student Oliveah Muthig. Bottom, left: Poland student Sierra Atwater. Bottom, right: Mount Markham student Navy Escamilla.









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2026 Annual Meeting Report
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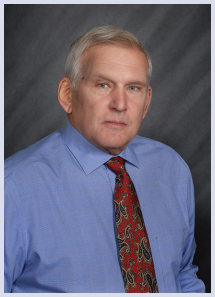
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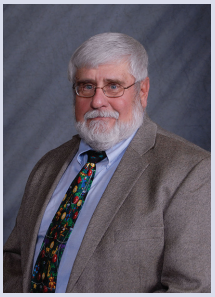
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