

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
REGULAR MEETING
CENTRAL HIGH SCHOOL ROOM #1136, 8135 S. WESTNEDGE, PORTAGE, MICHIGAN 49002
MARCH 10, 2025, 6:30 PM
AGENDA**

VISION STATEMENT

An exceptional, continuously improving learning culture with high expectations, committed to all!

MISSION STATEMENT

Portage Public Schools will educate all students to achieve their potential.

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**PORTAGE PUBLIC SCHOOLS
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PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
MARCH 10, 2025, 6:30 P.M.**

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II. Revisions/Approval of Agenda

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education approve the Agenda as printed (or as amended).

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VI. Consent Agenda

1. Approval of Minutes
 - a. February 24, 2025 Special Meeting & Regular Business Meeting

2. Revisions to BL 0142.7-Orientation

That the Board of Education approve the revisions to Bylaw 0142.7-Orientation, as presented.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION**

**SPECIAL MEETING & REGULAR BUSINESS MEETING
FEBRUARY 24, 2025**

SPECIAL MEETING

The Special Meeting of the Board of Education of Portage Public Schools held on Monday, February 24, 2025, was called to order at 4:31 p.m. by President Van Antwerp. The meeting was held in Conference Room #1 of the Administration Building.

Board Trustees Present: Emily Crawford, Kimberly Larson, Terri Novaria, Mary Lou Rohwer, Bo Snyder, Mark Stevenson, Randy Van Antwerp

Board Trustees Absent: None

Administration Present: Mark Bielang, Superintendent; Johnny Edwards, Assistant Superintendent of Operations; Kelly Jensenius, Director of Elementary Education; Paula Johnson, Director of Finance

Others Present: Representatives from Owen-Ames-Kimball (O-A-K), TowerPinkster, and Plante Moran Realpoint

REVISIONS/APPROVAL OF AGENDA

Motion offered by Mrs. Crawford seconded by Ms. Larson, that the Board of Education approve the agenda as printed.

The motion carried unanimously.

COMMENTS OR COMMUNICATIONS

There were no comments or communications.

DISCUSSION ITEMS

Bond Project Update

Mr. Johnny Edwards, Assistant Superintendent of Operations, accompanied by representatives from the bond construction team of O-A-K, TowerPinkster and Plante Moran Realpoint provided an update on bond projects which included a schedule to sequence the balance of the bond projects. The team addressed questions from Trustees.

The meeting adjourned at 6:02 p.m.

REGULAR BUSINESS MEETING

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, February 24, 2025, was called to order at 6:30 p.m. by President Van Antwerp. The meeting was held in Room #1136 of Portage Central High School. The Pledge of Allegiance was recited.

Board Trustees Present: Emily Crawford, Kimberly Larson, Terri Novaria, Mary Lou Rohwer, Bo Snyder, Mark Stevenson, Randy Van Antwerp

Board Trustees Absent: None

REVISIONS/APPROVAL OF AGENDA

Motion offered by Mrs. Rohwer, seconded by Ms. Larson, that the Board of Education approve the agenda as printed.

The motion carried unanimously.

REPORTS

Superintendent's Report

Student Presentation of HAV Tour

Haverhill Elementary Principal, Mr. Jeremy Zonts, provided introductory remarks. Four students from Haverhill presented a slide deck showing images of the Haverhill construction progress and shared their impressions of the new school, which was very favorable.

Trustees applauded the presentation.

Early Childhood Update

Ms. Lindsay French, Early Childhood Director, shared a presentation on how our Early Childhood Program evolved and where it is headed from here. Ms. French responded to questions from Trustees, who were appreciative of the report.

Financial Report

Ms. Paula Johnson, Director of Finance, highlighted areas of the General Fund Budget Progress Report by Function and by Object for the six-month period ending January 31, 2025 compared to the same period in 2024.

In addition, Ms. Johnson informed the Board that we recently closed on the third series of bonds, and student count day was February 12. We will be finalizing count and certifying in March.

Other

Per Superintendent Bielang, the water main issue at Amberly Elementary is scheduled to be repaired over mid-winter break, which begins this Friday. The work should be complete over this weekend.

COMMENTS OR COMMUNICATIONS

President Van Antwerp opened the floor to public comment.

Dennis Kozian, on behalf of the PEA, shared “good news” from around the District on staff/student events/activities.

Lindsay Zerber addressed the Board regarding curriculum content.

Bethany Metzger commented on the reconsideration committee process.

President Van Antwerp thanked the public commenters and opened the floor to Trustee comments.

Ms. Larson wished our band participants good luck in the upcoming festivals and shared positive remarks regarding the Kalamazoo County Early/Middle College program.

Mr. Snyder expressed his appreciation to Ms. Susan Livingston and her food service staff for their work.

President Van Antwerp reminded everyone that the superintendent search online survey is open and a community superintendent search focus group will be held in the Administration Building on February 26, 2025 at 6:00 p.m. He encouraged everyone to participate in one or the other. Mr. Van Antwerp shared a handout from KRESA that shows how they support Portage students. He also congratulated students involved in the recent “Battle of the Books” and expressed his appreciation to all involved in making that event possible.

CONSENT AGENDA

President Van Antwerp presented the following Consent Agenda items for approval by the Board of Education: (1) the February 10, 2025 Policy Governance Retreat and Committee of the Whole Work Session minutes; (2) approve the June 2026 Portage Northern High School Music Department student trip to Ireland, as presented; (3) approve the purchase of three 10-passenger vans from Tapper Ford, LLC in Paw Paw, MI for a total of \$203,916.00, the funds for which will come from the 2024-25 General Fund; and (4) approve, as presented, the sale of a parcel on the campus of Portage Northern to Mark and Beth Koenig/Koenig Real Estate, LLC in the amount of \$35,000.00.

There being no objections, the motion carried unanimously.

REQUIRED ACTION ITEMS

MASB Board of Directors Election

There was brief discussion regarding candidate selection that was followed by action.

Motion offered by Mrs. Novaria, seconded by Mrs. Rohwer, that the Board of Education cast its vote for candidate TiAnna Harrison to represent MASB Region 6 in the 2025 MASB Board of Directors Election, and authorizes Barb Atkinson to cast the Board's vote via the online ballot provided by MASB.

The motion carried unanimously.

ACTION ITEMS

2024-25 Budget Amendments

Motion offered by Mr. Snyder, seconded by Mrs. Novaria, that the Board of Education approve the General Fund Budget Appropriations Resolution 2024/25 Amended Budget #1, as presented.

The motion carried unanimously.

National School Breakfast Week Proclamation

Motion offered by Ms. Larson, seconded by Mrs. Crawford, that the Board of Education approve the National School Breakfast Week Proclamation, as presented.

Ms. Larson read the proclamation aloud. Trustees thanked Susan Livingston and the food service workers for their impactful work.

The motion carried unanimously.

DISCUSSION ITEMS

Revisions to BL 0142.7 - Orientation

President Van Antwerp reviewed the proposed revisions to the policy.

With no further business to come before the Board, the meeting was adjourned at 7:28 p.m.

Respectfully submitted,

Barb Atkinson
Recording Secretary



**PROCLAMATION
NATIONAL SCHOOL BREAKFAST WEEK
March 3-7, 2025**

WHEREAS, it is with great respect for the accomplishments of Portage’s school food service managers, servers, cashiers, driver personnel and substitutes that we commemorate March 3-7, 2025 as National School Breakfast Week. This special observance presents an excellent opportunity to emphasize research outcomes that students who eat breakfast are more alert, have improved memory and problem solving skills, and perform better on standardized tests. We encourage all citizens to recognize the dedication and skill of our school food service employees; and

WHEREAS, each day, a total of 27 food service employees prepare and serve over 1,800 breakfasts on average a day. This is in addition to ordering, storing, and expediting each menu item to each location, adhering to food safety, sanitation, and nutritional guidelines as well as giving each customer the time and consideration to listen, hear and deliver what they are looking for each day. Fortunately we have exemplary professionals who have devoted their careers to providing high quality service to our children and staff; and

WHEREAS, on behalf of our young people, it is a pleasure to commend the women and men who accept and meet the challenges of school food service. The observance of School Breakfast Week is a welcome opportunity to thank these patient, caring, skilled public servants. Those involved in this pursuit should be very proud of their contribution to education. Now, therefore, be it

RESOLVED BY THE BOARD OF EDUCATION that we proudly commemorate March 3-7, 2025 as the National School Breakfast Week, and we commend everyone who has contributed to the successful operation of our breakfast program. By working together, we can make a difference in every student’s life.

Proclaimed this 24th day of February, 2025
Portage Public Schools Board Of Education

Book	Policy Manual	proposed revisions updated 3.10.25
Section	0000 Bylaws	
Title	ORIENTATION	
Code	po0142.7	
Status	Active	
Adopted	October 28, 2019	

0142.7 - **ORIENTATION**

The Board believes that the preparation of each Board member for the performance of Board duties is essential to the effective functioning of the Board. The Board shall encourage each new Board member to understand the operation, procedures, and functions of the Board and to acquire knowledge of matters related to the operation of the District. Accordingly, the Board shall provide to each new Board member the following resources for learning:

- A. Meeting with the Board President and Superintendent
 - 1. Governance overview
 - 2. Chain of command
 - 3. Goals and strategies
- B. Meetings with members of the Superintendent's Leadership Team and facility tours
 - 1. District operations overview including school finance and student assessments
 - 2. Organization chart
- C. Portage Public Schools
 - 1. Website including Board of Education tab
 - 2. Board bylaws, governance policies, and operational policies
 - 3. Monitoring reports
 - 4. Board meeting schedule and agenda plan
 - 5. Committee assignments
 - 6. Budget and most recent audit
 - 7. Superintendent contract

- D. List of board member development opportunities scheduled throughout the year
1. MASB CBA classes (100 level course list, especially CBA 101)
 - [Required class: "MASB Superintendent Evaluation and Rater Reliability Training"](#)
 2. Policy Governance training at Board retreats
 3. Policy Governance Boot Camp
 4. Govern for Impact annual conference
- E. Overview of KRESA and collaboration with Portage Public Schools
- Most recent KRESA annual report
- F. MASB New Board Member Starter Kit
1. [The Open Meetings Guide](#)
 2. [Surviving Your First Year](#)
 3. The Revised School Code
- G. Reading materials:
1. [Boards That Make A Difference](#) by John Carver
 2. [Robert's Rules in Plain English](#) by Doris Zimmerman (paperback edition)
 3. Article: "Parent and Trustee? Treat Carefully" ISM
 4. Article: "Maintaining Confidentiality" MASB
 5. [May 8, 2023 Memo from Mark Bielang: Summary of 2021 Bond Project Contractor Change Order Approval Process](#)
 6. [Board of Education Governance Chart](#)

The President will assign new Board member a "Board Buddy" to develop an orientation plan and to be a resource for the new Board member for training and Board service.

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VII Assurance of District Performance

1. Monitoring Report 1.2, Ends (GP 4.4)

Recommended Motion:


Motion offered by _____, seconded by _____, that the Board of Education accept Monitoring Report 1.2, Ends, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

Policy Type: Ends
Policy Title: Ends Policy 1.2

Certification

I hereby present my monitoring report on Ends Policy 1.2 in accordance with the monitoring schedule established by the Board. This report covers the 2023-24 school year. I certify that the information provided in this report is true as of March 4, 2025.



Signature

March 4, 2025
Date

Note:

Please note that during the 2020-21 school year our students were not able to engage in many of the programs and activities that lead to the development of these skills. Many of the co-curricular and extra-curricular activities were not available to students in their traditional formats. Also, the District did not administer the Student Experience Survey to K-12 students in the fall of 2021. Instead, students were given two pulse-check surveys in order to get feedback on our Return to Learn Plan. Student Experience Survey administration resumed in Spring 2022.

1.2 POLICY LANGUAGE

Students have 21st Century Learning Skills including critical thinking, creativity, communication, and collaboration skills to equip them to learn and to lead with confidence.

Interpretation

I interpret the four “C’s” to be the foundational skills needed by students in order to be successful in college and careers.

Critical thinking is a skill that every student must possess in order to think clearly and rationally. Being able to think critically is a matter of survival in the new economy. It is also the foundation of science and democracy. Science requires rationality in designing experiments and testing theories. Democracy requires citizens who can think objectively about social and political issues and are able to avoid biases and prejudices.

Communication skills are critical to future success. Students must have effective written and oral communication skills as well as the ability to use technology to communicate effectively.

Collaboration, even more so than individual performance, is the expectation of most employers. More and more work today is done in global teams; it is rare for any work to be completed by a single person working alone.

Creativity has long been associated with the arts; however, it is important for students to come up with new and useful ideas and generate alternative possibilities.

I interpret being able to **learn and lead with confidence** to mean that students are engaged in their learning activities during the school day, and in co-curricular and extra-curricular activities outside of the school day, that help build and develop the four “C’s”.

Report

These foundational skills, sometimes referred to as “21st Century” skills, are difficult to measure in traditional ways. While individual and group behaviors can be identified for each of the four skills, and certain behaviors can be observed and a tally of their frequency can be made, this is a time consuming task, which we currently do not perform. A concern about creating operational definitions for concepts such as these is that when a concept is defined as the way in which it is measured, a definition that is trite is generated and doesn’t account for the richness of the concept, and therefore, not a reliable assessment of the skill.

Rather than create operational definitions and time-consuming measures for each of the four skills, this report will continue to focus on student enrollment in classes, programs and activities that are known to develop these four skills. While most District course offerings, programs, and activities incorporate instructional practices that help students develop these four critical skills, there are some, in particular, that I will focus on for this report. Beginning with our youngest students, these four skills are introduced and taught at a developmentally appropriate level. At the high school level our graduation requirements demand that students enroll in a wide variety of classes that assure the development of these skills over time.

Advanced Placement (AP) and International Baccalaureate (IB) classes - and end of course exams - rely heavily upon a strong foundation in critical thinking, creativity, communication and collaboration. AP and IB exams have a cost/benefit relationship; students who devote time and energy in preparing themselves for the end-of-course exams and score well will benefit from reduced costs at the post-secondary level. The number and percentage of students enrolled in AP and IB courses – and taking the related exams – are reasonable indicators that students will graduate high school with a greater ability to learn and lead with confidence.

AP/IB Courses and Exams

The following charts indicate the number of AP and IB courses taken by students at various grade levels as well as performance data on end of year AP/IB exams. IB data includes IB Diploma attainment.

AP Courses (CHS, NHS only)		2021-22		2022-23		2023-24	
Students in at least one (1) AP Course		516	20%	532	20%	572	21%
Students in at least one (1) AP Course by grade	9	14	2%	12	2%	7	1%
	10	204	29%	210	31%	224	34%
	11	78	12%	64	9%	85	12%
	12	220	37%	246	38%	256	40%
AP Courses in which a "C" or better was earned (# of AP Courses taken)*	9	25 (26)	96%	26 (26)	100%	14 (14)	100%
	10	218 (234)	93%	261 (268)	97%	260 (264)	98%
	11	177 (178)	99%	139 (147)	95%	211 (213)	99%
	12	487 (520)	94%	617 (666)	93%	625 (655)	95%
AP Exams in which a "3" or better was earned (# of AP Exams taken)		216 (353)	61.2%	340 (567)	60.0%	401 (528)	75.9%

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.2

IB Courses (CHS, NHS only)	2021-22		2022-23		2023-24		
Students that took at least one (1) IB Course by grade	9	0	na	0	na	1	0%
	10	0	na	4	1%	5	1%
	11	321	50%	354	52%	374	55%
	12	320	54%	344	53%	386	60%
IB Courses in which a "C" or better was earned (# of IB Courses taken)*	9	0 (0)	na	0 (0)	na	2 (2)	100%
	10	0 (0)	na	7 (8)	88%	18 (18)	100%
	11	1643 (1681)	98%	1829 (1930)	95%	2220 (2271)	98%
	12	1516 (1543)	98%	1482 (1522)	97%	1868 (1918)	97%
Students who earned an IB diploma (# attempted)	51 (59)	9%	39 (46)	6%	51 (68)	8%	
IB Exams in which a "3" or better was earned** (# of IB Exams taken)	700 (704)	99.4%	678 (688)	98.5%	814 (834)	97.6%	

* In 2021-22, all year-long classes became two separate semester classes.

**Some IB Exams that were scored as less than a "3" were exams that were registered for, but not taken due to students dropping the class mid year.

Other Course/Program Offerings

-Art, Music, Physical Education and Technology-related classes all promote the four “C’s”.

-At the elementary level – and through grade 6 – 100% of our students take Art, Music, and Physical Education courses every week.

-At the secondary level (grades 7-12), Art, Music, and Physical Education are primarily elective courses. Enrollment varies by grade due to scheduling restrictions and individual student needs.

-The chart below shows student enrollment numbers during the past three years in selected art, music, physical education, and STEM-related classes.

Course Selection	2021-22		2022-23		2023-24	
	# students	% students	# students	% students	# students	% students
Art 7-8	543	42%	580	45%	443	34%
Art 9-12	679	26%	881	31%	696	26%
Music 7-8	490	38%	559	43%	574	45%
Music 9-12	532	20%	527	19%	533	20%
Physical Education 9-12	1009	38%	1185	42%	981	37%
Technology, Engineering, & Creativity* 9-12	184	7%	164	6%	147	5%
CTE**/EFA 11-12	447	36%	253	30%	403	30%
KAMSC	123	5%	128	5%	125	5%

*Technology, Engineering, & Creativity (TEC) replaced Technology and Applied Science in 2021-22.

** CTE (Career and Technical Education) replaced EFE in 2021-22.

Co-Curricular/Extra-Curricular Activities

Co-curricular and extra-curricular activities allow students during and beyond the school day to participate in opportunities for extending their learning and encourage the development of the four “C’s”.

At the **elementary level**, activities include but are not limited to:

- Student Council
- Building-based Student Leadership Teams
- Peer to Peer
- After-School Enrichment Clubs
 - Baking
 - Disc Golf
 - STEAM
 - Music
 - Dance
- AirZoo Field Trips
- Book Clubs/Battle of the Books
- Student Safeties
- Girls On The Run/Let Them Run
- Tutoring Services for qualifying student
- Education for the Arts Programs
- STEP Classes (offered during the summer)
- Our District Library Partnerships
- Author Visits
- March is Reading Month

Student participation varies by grade and by building. All buildings have a Student Council or similar leadership team with approximately 175 students taking part district-wide. Aesthetic Education through the Education for the Arts impacts an additional 1400 students annually. We use grant money to support STEAM programming, AirZoo for our 4th graders at several of our elementary schools, and for consumable materials for social-emotional learning at each of our schools.

Additional opportunities exist during the summer months through various camps and classes.

Opportunities are expanded at the **secondary level**. These activities include athletic teams, groups that compete, perform or travel for events, and groups that meet before or after school. At the middle school level, there will typically be 20 or more activities available to students with approximately 60% of the students participating.

At the high school level, the number of activities approaches 100 with approximately 90% of the students participating in at least one activity.

Other Indicators

Being equipped to learn and lead with confidence means that students are thinking about the future, understand what internal and external resources are available and know how to navigate around obstacles.

Several questions on the Student Experience Survey, administered annually to all K-12 students, provide us with information useful in determining student ability to learn and lead with confidence as well as their satisfaction with specials and elective classes. District-wide data is presented in the chart below. Each building receives results specific to its student body. Building-level teams review survey results and base some of their school improvement strategies on the data collected.

Student Experience Survey	2019-20	2020-21	2021-22	2022-23	2023-24
Number of K-12 students surveyed	5636	N/A	3479	4893	5389
I enjoy Specials and Electives.	4.16		4.05	4.21	4.21
I know how to get help when I have a problem.	4.17		3.83	4.02	4.07
I set learning goals and track my progress.	3.84		3.46	3.51	3.60
My teachers challenge me to think.	4.14		3.90	3.94	3.99
I have opportunities to be successful.	4.17		4.03	4.16	4.22

Curriculum and Professional Learning

To support 21st Century Skills in the teaching staff, we have been equipping middle school teaching staff with Project-Based Learning (PDL) strategies. The middle school buildings’ large extended learning spaces offer a transformational resource for modifying and adapting instruction to support this end statement.

At our elementary schools, our librarians participate in PLTW STEM professional learning, which equips them with the skills to integrate innovative STEM practices into their programs. Our STEM Projects offer students immersive, hands-on experiences that encourage them to explore and refine their scientific and problem-solving abilities. Additionally, our team of devoted librarians organizes a diverse range of events and activities throughout the year to foster a passion for reading and learning among our students. Pop-up libraries are a particularly exciting highlight, as they bring the joy of discovering new books and authors to unexpected locations.

As we chart the course for 21st Century elementary schools, we are committed to embracing adaptive change as the driving force behind all discussions and decisions. Collaborative building teams are working together to determine the next steps, with professional learning and instructional coaching serving as essential components in moving this work forward. Our unwavering focus is on student-centered learning, ensuring that it remains at the forefront of our efforts.

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.2

Conclusion Statement

The organization met expectations by providing our students with courses, activities, and facilities that encourage development of 21st century skills. Our teachers are provided with professional development opportunities to enhance their abilities to incorporate teaching these skills into their lessons.

Monitoring Report Evaluation Form

Policy: _____

Is the Superintendent's interpretation reasonable? Yes No

Comments:

Is evidence of compliance reasonable? Yes No

Comments:

For Ends Policies: Comments about long-term achievement of Ends Policy

Comments Regarding Further Policy Development

1. Do you have a concern that is not addressed in this policy?

2. What policy language would address your concern?

Evaluation submitted to Board President By: _____

Adopted: 9/22/08

Revised: 5/25/09, 3/22/10, 2/26/18, 11/20/23

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – REGULAR BUSINESS MEETING
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
MARCH 10, 2025, 6:30 P.M.**

Note Page

X. Discussion Items

1. Classroom Technology (OP 6320)



To: Mark Bielang, Superintendent

From: Ryan Miller, Director of Technology and Systems

CC: Paula Johnson, Director of Finance

Date: March 4, 2025

Re: CEL / HAV Classroom Technology Installation

RECOMMENDATION

I recommend that the Board of Education approve the awarded contract with Parkway Electric for the installation of Classroom Technology Equipment at the new Central and Haverhill Elementary Schools. The total project cost will not exceed \$251,064 - which includes a 10% contingency for each school - to be funded from the 2021 Bond.

School	Installation Cost	10% Contingency	Total
Central Elementary	\$126,140	\$12,614	\$138,754
Haverhill Elementary	\$102,100	\$10,210	\$112,310
		Grand Total	\$251,064

BACKGROUND INFORMATION

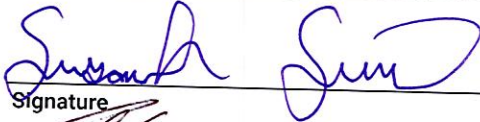

This award is for the purchase of necessary audio/visual hardware, along with installation labor for the new Central Elementary and Haverhill Elementary schools. Equipment procured in separate board actions will also be installed in this award. These systems, when complete, will outfit our classrooms similarly to systems in use elsewhere in the district, which include large displays in the classroom, voice enhancement, and audio systems.

BIDDING PROCESS

These services were formally bid out, and Parkway Electric was the lowest bidder. We have worked with Parkway Electric many times in the past and maintain a good working relationship. I've attached a copy of the bid tab for your review. If the Board of Education is comfortable, it would be appreciated if this recommendation could be approved at the March 10, 2025 Board meeting. I am happy to answer any questions you may have.

Portage Public Schools
 Bid Tab #10723 - Classroom Tech
 3/4/25 @ 10:00 am

Vendor Name	Parkway Electric	Vista Technologies		
Location	Holland, MI	Granger, IN		
Phone Number	800-574-9553	574-277-3400		
Contact Name	Brian Rotman	Sean Scott		
Contact E Mail	brian.rotman@parkway.us	sscott@oivista.com		
Legal Forms				
Familial	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iran Econ Act	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal Status Form	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bid Bond	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Totals				
CEL Pricing	\$126,140.00	\$163,069.00		
HAV Pricing	\$102,100.00	\$139,520.00		
Other				


 Signature _____ Date 3/4/25

 Signature _____ Date 3/4/2025