

Minutes from the Content Standards for Computer Science, Library Media and Technology Negotiated Rulemaking Committee meeting February 24, 2020

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Call to Order

The meeting was called to order at 9:09 am by Office of Public Instruction (OPI) Content Standards and Instruction Division Administrator Colet Bartow. Housekeeping items, such as internet connectivity and speakerphones, were discussed. Ms. Bartow reminded everyone that the meeting was a public meeting that was being recorded.

Review Negotiated Rulemaking Process

Ms. Bartow reviewed where the committee was in the negotiated rulemaking process. She reviewed the proposed timeline for the committee and stated the dates in the

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timeline reflect the statutory deadlines. Ms. Bartow reviewed the Montana Administrative Procedures Act (MAPA) timeline.

Ms. Bartow reviewed the handful of new comments received for the Library Media content standards. She explained that no comments were received about the Library Media program delivery standards.

Establish Committee's Consensus Definition

Facilitator Kirsten Madsen lead the discussion on what consensus means to the committee. The committee agreed that a thumb up meant they understood and were in agreement with the proposal; a thumb sideways meant they did not understand the proposal; and a thumb down meant they understood the proposal and did not agree with it.

Discussion of the proposed Information Literacy/Library Media Content Standards

The Committee continued its discussion about the proposed standards, picking up where they left off at the February 12, 2020 meeting. Ms. Madsen led the discussion on the rule recommendations, section by section.

Note: All proposed content standards here forward are in regard to the alternative proposed content standards.

Ms. Bartow explained the phrase “with guidance and support” needs to be removed as it is more of a curriculum or program delivery standard than language for a content standard. The committee discussed the issue and came to a consensus to remove “with guidance and support” and “with guidance” from all the content standards.

The committee started its review at the Proposed Content Standard for Third Grade.

Proposed Content Standards for Third Grade

The committee read and discussed the proposed content standards for Third Grade.

The committee revised Content Standard 1 from:

- a. Ask “why” questions
- b. With guidance, formulate a question about a topic”

to

- “a. Ask “why” questions in order to formulate a question about a topic”

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After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 1 as amended.

The committee revised Content Standard 2 from:

- “a. Articulate and identify one’s own place in the cultural fabric of the global community and respect others’ cultural identities
- b. With guidance, seek sources written by authors with diverse backgrounds”

to

- “a. Articulate and identify one’s own place in the global community and respect others’ cultural identities
- b. Explore sources written by authors with diverse backgrounds”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 2 as amended.

The committee revised Content Standard 3 from:

- “a. Reflect at the end of the inquiry process and identify new or related ideas that would be interesting to pursue
- b. Explore print, digital, and other resources to find information on a topic of personal interest
- c. Work in teams to produce original works or solve problems”

to

- “a. Find information in print, digital, and other resources on a topic of personal interest
- b. Work in teams to produce original works or solve problems
- c. Use technology tools for independent and collaborative publishing activities”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 3 as amended.

The committee revised Content Standard 4 from:

- “a. Make a list of all the possible sources of information that will help answer the questions or an information need
- b. Use text features and illustrations to decide which resources are best to use and why”

to

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- “a. Make a list of possible sources of information that will help answer questions or an information need
- b. Use text features to decide which resources are best to use and why”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 4 as amended.

The committee revised Content Standard 5 from:

- “a. Read, listen to, and view a range of resources for a variety of purposes (e.g., live the experiences of a character, answer questions, learn something new, explore personal interests)
- c. Connect personal feelings to emotions, characters, and events portrayed in a literary work
- e. Demonstrate knowledge of favorite authors and genres”

to

- “a. Read, listen to, and view a range of resources for a variety of purposes
- c. Connect personal feelings to characters and events portrayed in a literary work
- e. Demonstrate knowledge of authors and genres”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 5 as amended.

The committee revised Content Standard 6 from:

- “a. With guidance and support, use technology appropriately by avoiding plagiarism and citing information
- b. Articulate personal consequences of inappropriate use of information, technology, and media
- c. With support, use digital tools responsibly by protecting personal information and respecting the privacy of others”

to

- “a. Acknowledge and credit the work of others
- b. Use information, technology and media tools responsibly and safely”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 6 as amended.

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Proposed Content Standards for Fourth Grade

The committee reviewed the proposed content standards for Fourth Grade.

The committee revised Content Standard 1 from:

- a. Ask “why” questions
- b. With guidance, formulate a question about a topic”

to

- a. Ask “why” questions in order to formulate a question about a topic
- b. Use an inquiry process to solve a problem”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 1 as amended.

The committee revised Content Standard 2 from:

- a. Articulate and identify one’s own place in the cultural fabric of the global community and respect others’ cultural identities
- b. With guidance, seek sources written by authors with diverse backgrounds”

to

- a. Articulate and identify one’s own place in the global community and respect others’ cultural identities
- b. Explore sources written by authors with diverse backgrounds”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 2 as amended.

The committee revised Content Standard 3 from:

- a. Reflect at the end of the inquiry process and identify new or related ideas that would be interesting to pursue
- b. Explore print, digital, and other resources to find information on a topic of personal interest
- c. Work in teams to produce original works or solve problems”

to

- a. Find information in print, digital, and other resources on a topic of personal interest
- b. Work in teams to produce original works or solve problems
- c. Use technology tools for independent and collaborative publishing activities”

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After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 3 as amended.

The committee revised Content Standard 4 from:

- “a. Make a list of all the possible sources of information that will help answer the questions or an information need
- b. Use text features and illustrations to decide which resources are best to use and why”

to

- “a. Organize possible sources of information that will help answer questions or an information need
- b. Use text features to decide which resources are best to use and why”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 4 as amended.

The committee revised Content Standard 5 from:

- “a. Read, listen to, and view a range of resources for a variety of purposes (e.g., live the experiences of a character, answer questions, learn something new, explore personal interests)
- c. Connect personal feelings to emotions, characters, and events portrayed in a literary work
- e. Demonstrate knowledge of favorite authors and genres”

to

- “a. Read, listen to, and view a range of resources for a variety of purposes
- c. Connect personal feelings to characters and events portrayed in a literary work
- e. Demonstrate knowledge of authors and genres”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 5 as amended.

The committee revised Content Standard 6 from:

- “a. With guidance and support, use technology appropriately by avoiding plagiarism and citing information
- b. Articulate personal consequences of inappropriate use of information, technology, and media
- c. With support, use digital tools responsibly by protecting personal information and respecting the privacy of others”

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to

- “a. Acknowledge and credit the work of others
- b. Use information, technology and media tools responsibly and safely”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 6 as amended.

Proposed Content Standards for Fifth Grade

The committee reviewed the proposed content standards for Fifth Grade.

The committee revised Content Standard 1 from:

- “a. Ask “why” questions
- b. With guidance, formulate a question about a topic”

to

- “a. Ask “why” questions in order to formulate a question about a topic
- b. Use an inquiry process to solve a problem”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 1 as amended.

The committee revised Content Standard 2 from:

- “a. Articulate and identify one’s own place in the cultural fabric of the global community and respect others’ cultural identities
- b. With guidance, seek sources written by authors with diverse backgrounds”

to

- “a. Articulate and identify one’s own place in the global community and respect others’ cultural identities
- b. Identify sources written by authors with diverse backgrounds”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 2 as amended.

The committee revised Content Standard 3 from:

- “a. Reflect at the end of the inquiry process and identify new or related ideas that would be interesting to pursue
- b. Explore print, digital, and other resources to find information on a topic of personal interest
- c. Work in teams to produce original works or solve problems”

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to

- “a. Find information in print, digital, and other resources on a topic of personal interest
- b. Work in teams to produce original works or solve problems
- c. Use technology tools for independent and collaborative publishing activities”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 3 as amended.

The committee revised Content Standard 4 from:

- “a. Make a list of all the possible sources of information that will help answer the questions or an information need
- b. Use text features and illustrations to decide which resources are best to use and why”

to

- “a. Organize possible sources of information that will help answer questions or an information need
- b. Use text features to decide which resources are best to use and why”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 4 as amended.

The committee revised Content Standard 5 from:

- “a. Read, listen to, and view a range of resources for a variety of purposes (e.g., live the experiences of a character, answer questions, learn something new, explore personal interests)
- b. Recognize features in various genres and use different reading strategies for understanding
- c. Connect personal feelings to emotions, characters, and events portrayed in a literary work
- e. Demonstrate knowledge of favorite authors and genres”

to

- “a. Read, listen to, and view a range of resources for a variety of purposes
- b. Explain features in various genres and use different reading strategies for understanding
- c. Connect personal feelings to characters and events portrayed in a literary work
- e. Demonstrate knowledge of authors and genres”

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After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 5 as amended.

The committee revised Content Standard 6 from:

- “a. With guidance and support, use technology appropriately by avoiding plagiarism and citing information
- b. Articulate personal consequences of inappropriate use of information, technology, and media
- c. With support, use digital tools responsibly by protecting personal information and respecting the privacy of others”

to

- “a. Acknowledge and credit the work of others
- b. Use information, technology and media tools responsibly and safely
- c. Keep personal information private while using digital tools”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 6 as amended.

Proposed Content Standards for Sixth through Eighth Grade

The committee reviewed the proposed content standards for Sixth through Eighth Grade.

The committee revised Content Standard 1.c from:

“Pose questions that focus on “How do we know what we know?”

to

“Reflect at the end of an inquiry process”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 1 as amended.

The committee revised Content Standard 2 from:

- “a. Offer information and opinions at appropriate times in group discussions
- b. Encourage others to share ideas and opinions
- c. Accurately describe or summarize the ideas of others”

to

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- “a. Evaluate resources for relevance, currency, authority, and bias including those by and about tribes in Montana
- b. Seek more than one point of view by using diverse sources”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 2 as amended.

The committee revised Content Standard 3 from:

- “a. Ask questions of others in a group to elicit their information and opinions
- b. Seek more than one point of view by using diverse sources
- c. Read with purpose to investigate new ideas for classroom learning and personal exploration”

to

- “a. Offer information and opinions and encourage others to share ideas at appropriate times in group discussions
- b. Accurately describe or summarize the ideas of others”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Standard 3 as amended.

The committee revised Content Standard 4 from:

- “a. Determine what information is needed to support an investigation and answer questions
- b. Refine questions depending on the type of information needed (e.g., overview, big idea, specific detail, cause and effect, comparison)
- c. Seek opportunities to explore personal interests and questions”

to

- “a. Experiment with various types of technology tools for artistic and personal expression
- b. Share reading, listening, and viewing experiences in a variety of ways and formats”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 4 as amended.

The committee revised Content Standard 5.b from:

- “Read, listen to, and view an increasingly wide range of genres and formats for recreation and information”

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to

“Read, listen to, and view a wide range of genres and formats for recreation and information”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 5 as amended.

The committee revised Content Standard 6 from:

- a. With support, provide reference citations for all direct quotations and cite sources
- b. With support, select and use digital tools and websites appropriately
- c. Avoid plagiarism by rephrasing information in one's own words”

to

- a. Practice internet safety and appropriate online behavior
- b. Use criteria to determine safe and unsafe internet sites
- c. Participate safely, ethically, and legally in online activities
- d. Connect ideas and information with their owners or source
- e. Credit sources by following copyright, licensing, and fair use guidelines
- f. Recognize the consequences of plagiarism”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 6 as amended.

Proposed Content Standards for Ninth through Twelfth Grade

The committee reviewed the proposed content standards for Ninth through Twelfth Grade.

The committee revised Content Standard 1 from:

- a. Formulate essential questions through reading, constructing hypotheses, research questions, and thesis statements
- b. Refine questions to provide a framework for an inquiry and to fulfill the purpose of the research
- c. Design questions that systematically test a hypothesis or validate a thesis statement
- d. Develop questions that require making connections between ideas and events”

to

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- a. Formulate and refine essential questions through reading, constructing hypotheses, research questions, and thesis statements
- b. Develop questions that require making connections between ideas and events and systematically test a hypothesis or validate a thesis statement
- c. Reflect at the end of an inquiry process”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 1 as amended.

The committee revised Content Standard 2 from:

- a. Share relevant information to contribute to the learning of others through discussions and presentations
- b. Contribute opinions and supporting evidence to group deliberations
- c. Listen to opinions and evidence of others
- d. Ask and respond to questions in group exchanges of ideas
- e. Identify the value of and differences among potential resources and differing points of view
- f. Actively seek the opinions of others and contribute positively to an environment in which all participants’ ideas are shared and valued”

to

- a. Evaluate resources for accuracy, relevance, authority, detail, currency, and bias including those by and about tribes in Montana
- b. Seek more than one point of view by using diverse sources
- c. Identify the impact of personal background and bias on research projects and inquiry processes”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 2 as amended.

The committee revised Content Standard 3 from:

- a. Seek ideas and opinions from others
- b. Describe ideas of others accurately
- c. Participate in discussions to analyze information problems to suggest solutions
- d. Work with others to select, organize, and integrate information and ideas from a variety of sources and formats
- e. Seek consensus from a group, when appropriate, to achieve a stronger product
- f. Apply conclusions or decisions to new situations
- g. Model social skills that advance a team’s ability to identify issues and

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problems and works on solutions

h. Work with others to solve problems and make decisions on issues, topics, and themes being investigated”

to

“a. Actively seek the opinions of others and contribute positively to an environment in which all participants’ ideas are shared or valued

b. Seek consensus from a group, when appropriate, to achieve a stronger product

c. Work with others to solve problems and make decisions on issues, topics, and themes being investigated”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 3 as amended.

The committee revised Content Standard 4 from:

“a. Review the initial information need to clarify, revise, or refine the questions

b. Recognize that the purpose of an inquiry determines the type of questions and thinking required (e.g., defend a position in a historical context, design questions to test a hypothesis)

c. Generate specific questions to focus the purpose of the research

d. Refine questions to provide a framework for the inquiry and to fulfill the purpose of the research

e. Independently pursue answers to self-generated questions

f. Explore problems or questions for which there are multiple answers”

to

“a. Assess the impacts of specific works on a reader or viewer

b. Express ideas through creative products in multiple formats using a variety of technology tools

c. Select a format to effectively communicate and support a purpose, argument, point of view, or interpretation

d. Create original products using a variety of technology tools to express personal learning

e. Independently pursue answers to self-generated questions”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 4 as amended.

The committee revised Content Standard 5 from:

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- a. Select print, non-print, and digital materials based on personal interests and knowledge of authors
- b. Read, listen to, and view information in a variety of formats to explore new ideas, form opinions, solve problems, and to connect to real-world issues
- c. Routinely read, view, and listen for personal enjoyment, in order to learn, solve problems, and explore different ideas
- e. Actively preserve the rights of self and others to express ideas freely and pursue the right to read, view and listen”

to

- a. Select a variety of materials based on personal interests and prior knowledge of authors
- b. Read, listen to, and view information in a variety of formats and genres to explore new ideas, form opinions, solve problems, and to connect to real-world issues
- c. Routinely read, view, and listen for personal enjoyment, to learn, to solve problems, and to explore different ideas
- e. Identify the rights of self and other to access information freely and pursue the right to read, view and listen”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 5 as amended.

The committee revised Content Standard 6 from:

- a. Follow fair use guidelines for text, visuals, and music in generating products and presentations
- b. Practice responsible use of technology and describe personal consequences of inappropriate use
- c. Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes
- d. Credit all sources properly
- e. Respect privacy of others”

to

- a. Practice internet safety and appropriate online behavior
- b. Use criteria to determine safe and unsafe internet sites
- c. Participate safely, ethically, and legally in online activities
- d. Connect ideas and information with their owners or course
- e. Credit sources by following copyright, licensing, and fair use guidelines for

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text, visuals, and audio in generating products and presentations

f. Recognize plagiarism and its consequences”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 6 as amended.

Proposed Content Standards for Kindergarten

The committee returned to the proposed content standards for Kindergarten to review the standards for the global edits the committee agreed to earlier in the meeting.

The committee revised Content Standard 6.a from:

“With guidance and support, maintain safe behavior when using the internet”

to

“Maintain safe behavior when using the internet”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 6 as amended.

Proposed Content Standards for First Grade

The committee reviewed the proposed content standards for First Grade.

The committee revised Content Standard 6 from:

“a. With guidance and support, acknowledge the work of others

b. With guidance and support, maintain safe behavior when using the internet”

to

“a. Acknowledge the work of others

b. Maintain safe behavior when using the internet”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 6 as amended.

Proposed Content Standards for Second Grade

The committee reviewed the proposed content standards for Second Grade.

The committee revised Content Standard 1.a from:

“With guidance and support, generate questions about a topic and select a focal question to explore”

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to

“Generate questions about a topic and select a focal question to explore”

The committee revised Content Standard 6 from:

- “a. With guidance and support, acknowledge the work of others
- b. With guidance and support, maintain safe behavior when using the internet”

to

- “a. Acknowledge the work of others
- b. Maintain safe behavior when using the internet”

After reviewing the revised content standards, the committee reached a consensus and approved proposed Content Standard 6 as amended.

Proposed Program Delivery Standards

Ms. Bartow explained the proposed program delivery standards as for Library Media Services, and for Library Media proposed by OPI.

The committee reviewed the existing program delivery standards for Library Media Services, Admin. R. Mont. 10.55.709, as no changes were proposed. After reviewing the standard, the committee reached a consensus and approved it as written.

The committee then reviewed the program delivery standards for Library Media Program Delivery, Admin. R. Mont. 10.55.1801 and the proposed changes.

The committee revised proposed Program Delivery Standard 1.a.i from:

“establish appropriate scheduling, fixed or flexible, to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning”

to

“establish appropriate scheduling to ensure that libraries respond to information needs, foster intellectual curiosity, and support learning”

After reviewing all the proposed revisions, the committee reached a consensus and approved the proposed program delivery standards as amended.

Committee member Shannon Hanson voiced his concerns as a school board member about the accreditation standards for school librarians.

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Draft Economic Impact Survey for Computer Science Content Standards

Ms. Bartow reviewed the timeline for the Computer Science Content Standards. OPI Mathematics Instructional Coordinator Marisa Graybill reviewed the initial results of the draft Economic Impact Survey for the Computer Science Content Standards.

The committee discussed the results and responses to the survey, including implementation issues raised by survey respondents. In light of computer science being a new content area, the committee was asked to begin considering possible language for the Economic Impact Statement to address the costs and benefits of inaction, and whether alternative methods were seriously considered and why they were rejected in favor of the proposed standards.

Economic Impact Survey status for Technology Integration Content Standards and Library Media/Information Literacy Content Standards

Ms. Bartow stated now that review of the Library Media standards had been completed by the committee, the Economic Impact Surveys for both Technology Integration and Library Media would be pushed out to stakeholders at the same time. This decision is intended to increase awareness and participation. Both surveys would be open toward the end of the week and would close at the end of March.

Public Comment and Adjournment

It was announced that the next meeting would be a virtual meeting in late March or early April to review the results of the economic impact surveys. Ms. Bartow said a survey will go out the committee to determine what date works best for them. Ms. Bartow explained the next steps for the draft Library Media standards and getting input from the Montana Advisory Council for Indian Education (MACIE) about some of the language regarding Montana American Indians. Ms. Madsen thanked the committee for its work and encouraged them to continue their engagement with the standards as the standards move forward in the approval process.

Ms. Madsen asked for public comment about the committee's work and the day's proceedings. Committee member Ann Ewbank gave public comments, thanking the committee and OPI staff for their work, and voiced her personal concerns about the agency's approach to the Library Media standards and view of public comments, and to urge a different approach to the process and a different perspective of the standards. Finding no additional public comments, Ms. Madsen adjourned the meeting at 3:45 pm.