



**SHEBOYGAN AREA**  
— SCHOOL DISTRICT —

**NOTE:** This meeting will be held in the Boardroom.

*\*Starting/ending times may vary*

**Tuesday, December 13, 2022**

**Starting Time:** 6:00 – 6:15 p.m.\*

**CHAIR:** Ms. Robbins

**MEMBERS:** Mr. Mancl, Vice Chair

Mr. Burg

Mr. Laster

*(a quorum of the Board may be present)*

The Curriculum and Instruction Committee meeting will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, December 13, 2022 at 6:00 p.m.** The following items will be presented for consideration at that time:

Please note some Board members may be participating in this Board meeting via teleconference or other remote access technology. Members of the public who attend the meeting will be able to hear any open session dialogue between such members and the Board members present in the Boardroom. In addition, the District is offering audio and video access to the meeting via phone connection by calling 1-312-626-6799 with Meeting ID: 833 8008 8699 and Passcode: 488835 or <https://us06web.zoom.us/j/83380088699?pwd=RnlOb3BPZm5zUjhwQ3hXQlExMm02Zz09> at the scheduled meeting time.

**REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE  
AGENDA**

- 2 Min. 1. **NORTH AND SOUTH HIGH SCHOOL’S DRAMA FIELD TRIP – Mr. Jacob Konrath**  
(Information/Action)
- The administration recommends the approval of North and South High School’s students to travel to New York City, New York from May 10-14, 2023, to enhance the learning experience for North and South High School’s drama students and staff, as per Policy 2340.
- 2 Min. 2. **NORTH HIGH SCHOOL ITALY FIELD TRIP – Mr. Jacob Konrath** (Information/Action)
- The administration recommends the approval of North High School students to travel to Italy during spring break 2024 to enhance the learning experience for North High School students and staff, as per Policy 2340.
- 5 Min. 3. **INTRODUCTION OF NEW COURSE – Mr. Jacob Konrath/Mr. Jason Duff** (Information/Possible Action)
- The administration recommends the adoption of the following new course for the 2023-2024 school year:
- Modern Product Design (North High School) Grades 10-12
- 2 Min. 4. **INTRODUCTION (FIRST READING) TO DELETE BOARD OF EDUCATION POLICY 2416.01 – PARENTAL/POLICE ACCESS TO LIBRARY MEDIA CENTER INFORMATION – Mr. Jacob Konrath** (Discussion/Possible Action)
- The administration recommends the introduction (first reading) to delete the following policy:
- Policy 2416.01 – Program; Parental/Police Access to Library Media Center Information

**EXTENDED TRAVEL, REGIONAL/NATIONAL COMPETITION, AND/OR INTERNATIONAL  
FIELD TRIP PRE-APPROVAL FORM**

1. Name of Group: Sheboygan North/South Drama  
 2. Date of Application: November 7, 2022  
 3. Person Making Application: Mariya Grabow/Jay Johnoson  
 4. School: North/South  
 5. Proposed Event: Drama trip to NYC  
 6. Destination: NYC  
 7. Dates of Travel: May 10-14, 2023  
 8. Purpose: Experience the finest theatre in the world with theatre students  
 9. # of students (estimate): 25  
 10. # of chaperones: 3

11. Is this field trip a regional/national competition?  Yes  No  
 12. If yes, what are the qualifying criteria for participation?

**13. Estimated Costs**

Use the appropriate worksheet to calculate the cost of the trip. Use the results from the worksheet to complete the section below. The worksheet must be submitted along with this form to the Assistant Superintendent Student & Instructional Services.

A. Total Cost of Trip	B. Cost by Funding Source																																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><b># of Students</b></td> <td style="text-align: center;">25</td> </tr> <tr> <td><b>Cost Per Student</b></td> <td style="text-align: center;">1600</td> </tr> <tr> <td><b>Total for all Students</b></td> <td style="text-align: center;">40000</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td><b># of Chaperones</b></td> <td style="text-align: center;">3</td> </tr> <tr> <td><b>Cost Per Chaperone</b></td> <td style="text-align: center;">2000</td> </tr> <tr> <td><b>Total for All Chaperones</b></td> <td style="text-align: center;">6000</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td><b>Total Cost of Trip</b></td> <td style="text-align: center;">46,000</td> </tr> </table>	<b># of Students</b>	25	<b>Cost Per Student</b>	1600	<b>Total for all Students</b>	40000			<b># of Chaperones</b>	3	<b>Cost Per Chaperone</b>	2000	<b>Total for All Chaperones</b>	6000			<b>Total Cost of Trip</b>	46,000	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Source</th> <th style="text-align: left;">Total</th> </tr> </thead> <tbody> <tr> <td>Students (\$ 1600 each 25)</td> <td style="text-align: right;">40000</td> </tr> <tr> <td>Chaperones (\$ 2000 each 3)</td> <td style="text-align: right;">6000</td> </tr> <tr> <td>Student Group/Fundraising</td> <td></td> </tr> <tr> <td>Grants</td> <td></td> </tr> <tr> <td>Building Funds</td> <td></td> </tr> <tr> <td>District/Central Admin Funds</td> <td></td> </tr> <tr> <td>Other - specify here:</td> <td></td> </tr> <tr> <td><b>Total Cost of Trip</b></td> <td style="text-align: right;"><b>46,000</b></td> </tr> </tbody> </table>	Source	Total	Students (\$ 1600 each 25)	40000	Chaperones (\$ 2000 each 3)	6000	Student Group/Fundraising		Grants		Building Funds		District/Central Admin Funds		Other - specify here:		<b>Total Cost of Trip</b>	<b>46,000</b>
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14. Use the space below to answer the following questions. Do not submit additional pages. The space below will expand to fit your needs.

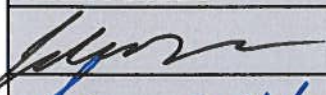
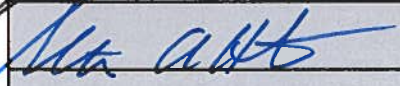
a.	What activities will the students be engaged in while on the trip? Students will visit/see Museums, Broadway and Off-Broadway theatre, and historical landmarks.
b.	How will students demonstrate their learning from this experience? (Please describe specific activities that will take place after the field trip.) Theatre students will be able to use this knowledge to inform all future theatrical experiences at South/North and beyond.
c.	How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities? Staff members work directly with theatre students and will be able to apply this knowledge to future productions/classes at South/North.
d.	Who will the chaperones be and how were they selected? Director from North, Director from South, and a parent of South high students.

15. Verify that the appropriate documentation will be provided for this field trip.

- a. The school's extended travel rules and a detailed itinerary will be provided to each student and parent/guardian before the trip.  Yes  No
- b. Parents/guardians will review and complete the following forms, returning them to the school, before the trip takes place:

• Consent for Treatment of Student	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
• Student Travel Notice and Consent form	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
• The Parent/Legal Guardian Exclusion Waiver form (applies only to trips outside the continental US)	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

16. Route this form for approval. Follow the guidelines on the cover page of this form.

For Central Administration Use Only				
Signature	Title	Recommended:		Comments
		Yes	No	
Mariya Grabow	Advisor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	via email
John Matczak	Principal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	via email
Kevin Formolo		<input checked="" type="checkbox"/>	<input type="checkbox"/>	via email
	Asst Supt – S&I	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Superintendent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Board of Education	<input type="checkbox"/>	<input type="checkbox"/>	

**EXTENDED TRAVEL, REGIONAL/NATIONAL COMPETITION, AND/OR INTERNATIONAL  
FIELD TRIP PRE-APPROVAL FORM**

- 1. Name of Group: Sheboygan North, Social Studies, trip through EF Educational Tours
- 2. Date of Application: 11/18/22
- 3. Person Making Application: Riley McLeod
- 4. School: Sheboygan North
  
- 5. Proposed Event: Trip to Italy
- 6. Destination: Italy: Milan, Venice, Florence, Rome, and Pompeii
- 7. Dates of Travel: Spring Break 2024
- 8. Purpose: Historical context
- 9. # of students (estimate): 50 students
- 10. # of chaperones: 9 chaperones

- 11. Is this field trip a regional/national competition?  Yes  No
- 12. If yes, what are the qualifying criteria for participation?

**13. Estimated Costs**

Use the appropriate worksheet to calculate the cost of the trip. Use the results from the worksheet to complete the section below. The worksheet must be submitted along with this form to the Assistant Superintendent Student & Instructional Services.

A. Total Cost of Trip		B. Cost by Funding Source		
# of Students	50	<b>Source</b>		
Cost Per Student	4,139	Students	(\$ 4,139 each	Total 206,950
<b>Total for all Students</b>	<b>206,950</b>	Chaperones	(\$ 0 each	0
# of Chaperones	9	Student Group/Fundraising		
Cost Per Chaperone	0	Grants		
<b>Total for All Chaperones</b>	<b>0</b>	Building Funds		
<b>Total Cost of Trip</b>	<b>206,950</b>	District/Central Admin Funds		
		Other - specify here:		
		<b>Total Cost of Trip</b>	<b>206,950</b>	

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14. Use the space below to answer the following questions. Do not submit additional pages. The space below will expand to fit your needs.

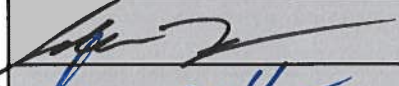

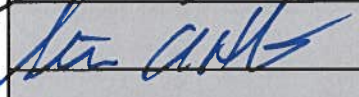
a.	<p><b>What activities will the students be engaged in while on the trip?</b></p> <p>Students will be engaged in a day by day itinerary provided and created by EF Educational Tours. The itinerary includes visits to notable museums, guided walking tours, visits to landmarks, art demonstrations, and even an excursion to the ruins of Pompeii.</p>
b.	<p><b>How will students demonstrate their learning from this experience? (Please describe specific activities that will take place after the field trip.)</b></p> <p>This trip will be paid for by the students and will take place over spring break 2024. Meaning, they will not miss instructional time. Because it is an optional trip, there will be no in class specific activities following the trip. However, students will be able to use their experience to relate to the curriculum in classes such as Western Civilization, AP European History, Sociology, and many more.</p>
c.	<p><b>How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities?</b></p> <p>Riley McLeod along with other chaperones (staff) will be able to take the trip experience and apply it into lessons in classes like Western Civilization, AP European History, Sociology, and other Social Studies courses. Abroad trips like this will also benefit teachers in other disciplines because it will allow them to engage with students in a new environment taking in sites of the ancient world.</p>
d.	<p><b>Who will the chaperones be and how were they selected?</b></p> <p>Social Studies teacher Riley McLeod will be leading the tour alongside a tour guide provided by EF Educational tours. Ms. McLeod has already met with EF Educational tours and has built a travel proposal as well as itinerary. The tour guide will travel the entire trip with us starting upon arrival in Milan. The required ratio for student coverage is 1 chaperone per 6 students. Other Social Studies teachers will be encouraged to chaperone alongside Ms. McLeod, but it will also be opened up to other staff in the building.</p> <p>If 10 students sign up for the trip, Ms. McLeod will have the opportunity to attend a "practice" trip with other educators/chaperones from around the world to prepare for taking students abroad.</p>

15. Verify that the appropriate documentation will be provided for this field trip.

- a. The school's extended travel rules and a detailed itinerary will be provided to each student and parent/guardian before the trip.  Yes  No
- b. Parents/guardians will review and complete the following forms, returning them to the school, before the trip takes place:

• Consent for Treatment of Student	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
• Student Travel Notice and Consent form	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
• The Parent/Legal Guardian Exclusion Waiver form (applies only to trips outside the continental US)	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No

16. Route this form for approval. Follow the guidelines on the cover page of this form.

For Central Administration Use Only				
Signature	Title	Recommended:		Comments
		Yes	No	
Riley McLeod	Advisor	x		Via email
Jacki Grabowski		x		Via email
John Matczak	Principal	x		via email
	Asst Supt – S&I			
	Superintendent	x		
	Board of Education			

8/27/13

New Form Number 9/18/14

Updated 10/6/16

**Course Addition/Revision Recommendation Form**  
**Student and Instructional Services**  
**Sheboygan Area School District**

2220 F1

Department: Technology Education Course No: \_\_\_\_\_  
 Course Title: Modern Product Design # Credits: 1  
 Curricular Area: Elective  
 Grade Level(s): 10-12

Course Length: \_\_\_\_\_ One Semester X \_\_\_\_\_ Year Long  
 Course Type: \_\_\_\_\_ Basic X \_\_\_\_\_ Regular \_\_\_\_\_ Honors  
 Offered at: X North Only \_\_\_\_\_ South Only \_\_\_\_\_ North & South

Course will first be offered for the 2023-2024 school year.

Check One:

\_\_\_\_\_ Course Revision (No changes in length of course but major content revisions made)  
X Course Addition (New course)

Please address the following in paragraph form in the space below. Please do not submit additional documents unless specified. The space below will expand as needed.

A.	<p>Entrance Requirements (Any pre-requisite courses or other admission requirements):</p> <ol style="list-style-type: none"> <li>1. Must be a Sophomore, Junior, or Senior in "Good" academic standing.</li> <li>2. Completion of <i>Graphic Design I</i> with a C- or better is recommended.</li> <li>3. Completion of <i>Materials and Processes</i> with a C- or better is recommended.</li> <li>4. Or teacher recommendation.</li> </ol>
B.	<p>Intended Student Grouping (Indication of ability level or other characteristics of students expected in the course):</p> <p>This course is open to all students of all ability levels at North High School. This course is intended for students with an interest in design, manufacturing, and project development.</p>
C.	<p>Course Justification (Reasons why the course needs to be revised or is needed. Address student needs, societal expectations and/or legal requirements):</p> <p>Sheboygan North High School does not have a course dedicated to industrial design. There is no course or curriculum that bridges the gap between art and technology. Many colleges, just in Wisconsin alone, offer undergraduate degrees related to industrial design.</p>

This course would benefit the needs of the students intending to seek a pathway that aligns with this content and related content. It is also another content area that is not yet exposed to students at North High. This class would not only be an introduction to a career pathway of industrial design, it will be a doorway into a plethora of related career opportunities. This course will introduce students to content and materials related to packaging, construction, manufacturing, design, and other related high-demand skill sets.

In 2021 the University of Wisconsin Stout graduated 31 students with a BFA in Industrial Design with 100 percent job placement earning an average of \$51,000 a year. In that same year, they produced over 120 degrees across majors of Manufacturing Engineering, Plastics Engineering, and Packaging, with 49 coming from Packaging alone. All of these include a near 100 percent job placement while earning a minimum average yearly salary of \$60,000. UW-Stout is an accredited polytechnic university which produces career ready students with an impressive continuous job placement standing.

Local Milwaukee Institute of Art and Design continues to produce some of the highest paid Product Design majors across the nation, earning an average yearly salary of more than \$77,000. MIAD continuously acquires the most awards nationwide from the Society of Plastics Engineers and the Association of Rotational Molders. Students graduating from MIAD with a degree in Product Design have access to a variety of high paying and in-demand careers such as 3d modelers, furniture designers, model makers, packaging designers, and so much more.

Local Lakeshore Technical College has over 10 advanced manufacturing degree options alone, producing career-ready workers with a high paying outlook every year.

During this course, students would be exposed to all of these types of interesting and secure careers and/or continuing educational options, all while using a hands-on, project-based learning approach. Ultimately, students will be exposed to an ever expanding world of design and manufacturing opening doorways to high-paying career pathways alike.

Statistic Source Links.

<https://www.uwstout.edu/academics/career-services/career-outcomes/art-design-graphics-career-outcomes>

<https://www.uwstout.edu/academics/career-services/career-outcomes/science-engineering-career-outcomes>

<https://www.miad.edu/academic-programs/degree-programs/product-design>

<https://gotoltc.edu/academics/degree-programs>



D.	<p>Course Description (A short summary of the course that can be used to explain it to students, parents, staff, and public – 75 words max.):</p> <p>Students will learn how to create prototype models of originally designed everyday products out of a variety of materials utilizing hands-on experiences. Students will be exposed to artistic design styles present throughout history, sketching and design techniques, 2D and 3D design modeling software, prototyping materials and tools, CNC laser engraver technology, and how to market their product. Students will work every step of the design process from the conceptualization of ideas to completion and a presentable solution.</p>
E.	<p>Intended Learning Objective(s) (List of major learning objectives for students in this course):</p> <ol style="list-style-type: none"><li>1. Describe multiple <b>careers related to the industrial design</b> industry surrounding field content areas including packaging, product development, engineering, architecture, and design.</li><li>2. Justify <b>how the learning activities and projects are applicable</b> to the real world of industrial design and related careers by connecting real world tasks with classroom experiences. (ICT1.b.11.h)</li><li>3. Identify major <b>historical artistic and design styles</b> used throughout time in the development of products including modernism, cubism, neoclassicism, art deco, impressionism, minimalism, and rustic.</li><li>4. <b>**Additional learning objectives will be developed</b></li></ol>
F.	<p>Course Content Scope and Sequence (An outline and proposed timeline of what will be taught in the course; <b>outline and proposed timeline can be submitted as a separate document</b>):</p> <ol style="list-style-type: none"><li>1. Historical Artistic Styles<ol style="list-style-type: none"><li>a. Modernism</li><li>b. Cubism</li><li>c. Contemporary</li><li>d. Neoclassicism</li><li>e. Art Deco</li><li>f. Art Nouveau</li><li>g. Impressionism</li><li>h. Minimalism</li><li>i. Rustic</li><li>j. Victorian</li><li>k. Retro</li></ol></li><li>2. Sketching and Design<ol style="list-style-type: none"><li>a. Thumbnail sketching<ol style="list-style-type: none"><li>i. Developing ideas</li></ol></li></ol></li></ol>

- ii. Visualizing concepts
    - iii. Choosing a solution
  - b. Industrial Design Drawing
    - i. Drawing materials & tools
    - ii. Throwing lines
    - iii. Building form
    - iv. Increasing detail
    - v. Side notes & descriptions
- 3. Vector Art Basics with Adobe Illustrator
  - a. Vector Art Basics
    - i. Unlimited resolution
    - ii. File types & Exporting
  - b. Vector Art Drawing Technology
    - i. Adobe Illustrator
    - ii. Pen Tool
    - iii. Pathfinders & Shape Builders
    - iv. Align & Justification
- 4. Computer Aided Design Software
  - a. Two-Dimensional
    - i. Procreate
    - ii. Sketch Book
  - b. Three-Dimensional
    - i. Fusion 360
    - ii. Keyshot
    - iii. Blender
    - iv. Shaper
- 5. Manual Product Development
  - a. Materials
    - i. Foam Core
    - ii. Cardboard
    - iii. Cardstock
    - iv. Carving Tools
    - v. Cutting Tools
  - b. Production
    - i. Sketch Finalization
    - ii. Material Decision
    - iii. Scaling Product
    - iv. Mocking Up
    - v. Hands on Production
- 6. CNC Aided Product Development
  - a. Materials
    - i. Particle Board
    - ii. Plywood

- iii. Leather
- iv. Hardwood
- v. Acrylic
- vi. Plastic
- b. Processes
  - i. Laser engraving
  - ii. Laser cutting

**7. Additive Manufacturing (Three-Dimensional Printing)**

- b. Printing materials
- c. Printer types
- d. Printer capabilities

**Course Evaluation**

1. How do you plan to collect the following data over the next three years?
  - a. Enrollment History
    - i. The educator must look at how many individuals are signing up for the course to see if it can be sustainable. This course will take some time to produce interest so it may be something that cannot be initially analyzed.
  - b. Impact on Student Achievement
    - i. During this course, students will experience how design meets technology. Using hands-on experience, students will learn how art is applicable to technology and product development. Students will have an enriching experience learning how to create scale models of real products that they have drawn up themselves. They will learn how to take an idea, conceptualize, document, draw, design, and build it. Bridging the gap between mind and matter is something that needs to be present in education and this class will allow this to take place at the highest level possible.
  - c. How will you use evaluation results to modify or refine this course
    - i. The most important part of any technology education course is how much it aligns with industry. The course needs to meet those requirements but there is a great need to adhere to the interests of the students involved. The course will be modified to both improve engagement of students and meet industry standards.
2. Pre or post surveys that may be used to collect data.
  - a. Three pre-surveys were conducted for the purpose of searching for interest in a class related to industrial design. The first survey included 12 different course titles that all represented the same or similar class structures. Proper naming of the course title will ensure maximum amount of interest. This will at least allow students to read further information rather than just grazing over it and moving on. Based on this survey, it is inferred that students do not fully understand what industrial design entails. Top course

	<p>titles for industrial design content were <i>Project Design</i> and <i>Modern Design</i>. These word choices better allow students to understand more of what this course is about.</p> <p>b. 125 original surveys were distributed to 9-12 grade students across subject areas including automotive, yearbook, journalism, graphic design, and photography. The justification for this is to hopefully gauge a wide range of individuals along with understanding what students in similar classes feel about this one.</p> <p>c.</p>
G.	<p>Instructional Resources (A list of instructional resources that will be used during the course – i.e. textbooks, on-line resources, community resources, etc.):</p> <p>1. Textbook</p> <p>a. <u>Product Design and Development</u> through McGraw-Hill Education. This text is an international student edition of <u>Product Design and Development 7th Edition</u> by: Karl Ulrich and Steven Eppinger and Maria C. Yang.</p> <p>b. This text will not be used to produce direct copies of instructional material. Photo copies of its pages will not be created as it is copyright infringement. It will be used as a reference resource to produce educational materials for the course. It is one source and not to be used as the sole force. Only one copy will be needed.</p> <p>2. Accredited University Course Outlines</p> <p>a. This course will be developed partly by referencing existing university program outlines for Majors relating to Industrial Design.</p> <p>b. Universities referenced for this content will initially be the University of Wisconsin Stout and The Milwaukee Institute of Art and Design.</p> <p>3. Accredited Professionals and Colleagues</p>
H.	<p>Student Assessment Plan (What standards and criteria will be used to evaluate student attainment of the learning objectives?):</p> <p>At the core students will be assessed by the following Wisconsin Common Career Technical Standards and the Common Core ELA/Journalism Standards:</p> <p>R.3: Analyze how and why individuals, events and ideas develop and interact over the course of a text.</p> <p>4C3.a: Communicate thoughts and feelings with others using verbal and nonverbal language.</p> <p>SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CD4.b: Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.</p>

GCA1.a: Evaluate the effects of diversity encountered through interactions with people in or from other parts of the community, state, nation, and world.  
W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.  
R.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.  
IMT1.a: Choose appropriate sources of data and information for a given purpose.  
W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
R.8: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  
W.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  
Justify how the learning activities and projects are applicable to the real world of industrial design and related careers by connecting real world tasks with classroom experiences.  
(ICT1.b.11.h)

I. Costs (What are the costs associated with the changes or implementation of the new course? – i.e. instructional resources, equipment, necessary professional development, room modifications, etc.):

There is additional cost associated, however, some equipment and material is on hand for initial launching of this course.

**Program Budget**

1. Non-Capital Objects (include training needs for instructor or aides)
  - a. No additional cost for training. Instructor has sole responsibility of staying current with content and technology usage.
2. Texts
  - a. One additional textbook will be needed for the course for the instructor to draw from. The textbook will not be used as a sole force and copyright infringement will be avoided.
3. Capital Objects
  - a. Glowforge (CNC laser engraver/cutter)
    - i. Cutting materials for small-scale builds and prototyping
    - ii. Engraving materials for design features and capabilities
  - b. Cost
    - i. Glowforge Pro \$6,995
    - ii. OR Glowforge Plus \$4,995
    - iii. OR Glowforge Basic \$3,995
  - c. Filter/Debris Collector/Container for Glowforge
    - i. Collection system for debris created by engraver

- ii. There is no exhaust or exterior window attached to my room so this would be a necessity
- d. Cost
  - i. Glowforge Air Filter \$1,295
- e. Drawing Tablets (Currently a want/ not a necessity)
  - i. Tablets for concept drawing and development
  - ii. (\$200-\$500) a piece. These could possibly be collected over the years by purchasing used and outdated models to acquire them at a cheaper cost. The purpose of the tables would be to be used to access sketching software programs.

***\*\*Glowforge Justification & Money Sources\*\****

The Glowforge intended to be purchased for the start up will not only aid this course but other courses as well. It is a piece of equipment used for product design/development, manufacturing, and graphic communications. This machine was chosen due to its counterpart located in the library. When students receive exposure from this machine they will be able to use it whenever they may need to in the library. They also can share their knowledge and expertise with other students once they understand how the machine works. There will be a variety of sources of money for the purchase of this equipment. The Innovation Grant 2022 will be the first attempt to secure funds for this equipment. The Spring SPEF Grant of 2023 will also be written to produce funds. Additional grants may be written. Capital Improvements for the 2023-24 school year may also be allocated.

**Annual On-Going Cost**


1. Rough Anticipated Yearly Budget
  - a. \$500 - \$1000
2. Non-Capital Objects (include training needs for instructor or aides)
  - a. No additional cost for training. Instructor has the responsibility of staying current with content and technology usage.
3. Texts
  - a. Possible updated text but highly unlikely once the curriculum is established. Updates in technology will change how the industry operates, not necessarily the established content.
4. Capital Objects
  - a. 2D design software (Already have: Fusion 360/ Inventor)
  - b. 3D-Modeling design software (Already have: Adobe Illustrator)
  - c. 3D-Printer (Already have one in classroom)
  - d. Sketching/drawing applications for possible tablets (Free apps are available or low cost applicaitons)
  - e. Product Building Materials (For CNC engraving and cutting)
    - i. Acrylic
    - ii. Sheet Metal
    - iii. Leather

**Course Addition/Revision Recommendation Form  
Student and Instructional Services  
Sheboygan Area School District**

**2220 F1**

	<ul style="list-style-type: none"> <li>iv. Foam Core</li> <li>v. Veneer</li> </ul>
	<ul style="list-style-type: none"> <li>f. Basic Fastener Material           <ul style="list-style-type: none"> <li>i. Glue guns</li> <li>ii. Hot glue sticks</li> <li>iii. Xacto knives</li> <li>iv. Small hand saws</li> </ul> </li> </ul>
	<p>5. Other Expenses (Facility Usage, Maintenance, Utilities, Other)</p> <ul style="list-style-type: none"> <li>a. Electrical costs for the machine are similar to running a desktop PC while it's actually printing and much lower when no print is occurring.</li> <li>b. The Glowforge is designed for world voltages from 100-240 VAC, 50/60hz. No additional electrical modifications will be needed in the classroom in which the machine is meant to be installed.</li> <li>c. Print cartridge changes are needed after running between 800 and 1,500 cuts depending on the material being used. Cost of cartridges is \$249.99.</li> </ul>
	<p>**Link to specific Glowforge specifications and source of electrical costs and maintenance. <a href="https://glowforge.com/faq/tech-specs#what-type-of-power-is-required">https://glowforge.com/faq/tech-specs#what-type-of-power-is-required</a></p>

Approval for the development this course: **Modern Product Design**

Reviewed By	Signature	Date	Approval - Y/N
Department Chairperson	Alan Rekowski	10/23/2022	Y - via email
Building Principal(s)	John Matczak	10/25/2022	Y - via email
Director of Instructional Services	None		
Coord. of Instructional Services	Jason Duff	10/31/22	Y - via email
Asst. Supt. of Student & Instructional Services		12-2-22	Y

Book	Policy Manual
Section	2000 Program
Title	PARENTAL/POLICE ACCESS TO LIBRARY MEDIA CENTER INFORMATION
Code	po2416.01*pdw
Status	First Reading
Adopted	October 22, 2013
Last Revised	April 26, 2022

**~~2416.01—PARENTAL/POLICE ACCESS TO LIBRARY MEDIA CENTER INFORMATION~~**

**~~The Board of Education respects the privacy rights of parents and their children. The Board is also committed to ensuring that parents are fully informed about the instructional material, resources and services students choose to use at the District's libraries.~~**

**~~Parents or guardians of a student under the age of sixteen (16) have the right to review, upon request (Form 2416.01-F1), library records relating to the use of the library's documents or other materials, resources or services by the student.~~**

**~~Upon request from a law enforcement officer investigating criminal conduct alleged to have occurred at a school library, the library shall disclose to the officer records produced by a surveillance device under the control of the library, that are pertinent to the alleged criminal conduct.~~**

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Legal	Sec. 43.30 (1m), Wis. Stats. 43.30(5), Wis. Stats.
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