

**SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
MINUTES
Monday, December 19, 2016 ~ 6:00 pm**

Note: Meeting was held in the Sanford High School Library.

Members present: Jon Mapes, John Roux, Scott Sheppard, Kendra Williams

Student reps present: Cole A. Jones

Staff present: David Theoharides, Superintendent
Matt Nelson, Assistant Superintendent
Gordon Salls, Athletic Director

Guests present: Roland Cote

A. Call to Order Time: 6:05 pm

B. Workshop Session Workshop – Athletic/Co-Curricular Program Review

Assistant Superintendent Matt Nelson reviewed the sub-committee's charge and the process used to determine new or expanded athletic and co-curricular programs. The sub-committee identified a template for expanding programs over the next several years.

Added attachments

Handout #1 – Proposal

Handout #2 – Survey results

Handout #3 – Stipend Adjustment

Handout #4 – Extracurricular adjustments - Schedules B & C

Handout #5 – Cost estimates

C. Adjournment

Mr. Mapes made a motion to adjourn at 7:10 pm.

Mr. Roux seconded the motion. Motion carried 4 - 0.

Respectfully submitted,

Jonathan Mapes, School Committee Chair

David Theoharides, Superintendent

H/O #1
12/19/16

Expanding Co-curricular & Athletic Programs Proposal

2017-2018

Co-curricular

- Add stipend for Winter Drumline Instructor (SHS Music) 5.5 % of base (\$1,904)
- Add stipend for Winter Guard Instructor (SHS Music) 3.5% of base (\$1,212)
- Add Ocean Bowl Advisor to Schedule C (SHS Activity) 2.0% of base (\$693)
- Move Anime Club Advisor from intramurals to Schedule C (SHS Club) 2.0% of base (additional \$333)
- Move Odyssey of the Mind Advisor from Intramurals to Schedule C (SHS Activity) 2.0% of base (additional \$333)
- Increase Funding Request for Peer Helpers Advisor – (SHS Activity) Schedule C (3.5% of base) (Additional \$519)
- Add Bike Club Advisor to Intramural or Schedule C (SJHS) 2.0% of base (\$693)
- Add Chess and Cribbage Advisor to Intramurals (SHS Club) (\$360.00)
- Add Guitar Club Advisor to Intramurals (SJHS) (\$360.00)
- Add Video Game Club Advisor to Intramurals (SHS Activity) (\$360)
- Add Disc Golf Advisor to Intramurals (SJHS) (\$360.00)
- Add Gay Straight Transgender Alliance Advisor (SHS Club) 2.0% of base (\$693)
- Add Spartan Club Advisor to Intramurals (SJHS) (\$360.00)
- Add Astronomy Club Advisor to intramurals (SHS Club) \$360.00
- Add Chess Advisor to Intramurals (SJHS) (\$360.00)
- Add K Pop Dance Advisor as an intramural (SHS Club) (\$360.00)

Total: \$8,900.00

Athletics

- | | |
|--------|--|
| Winter | • Freshman Boys Basketball - \$8,148 |
| | • Freshman Girls Basketball - \$8,148* |
| Fall | • Freshman Field Hockey - \$5,000* |
| | • Freshman Girls Soccer - \$8,300* |
| | • Freshman Boys Soccer - \$8,300* |
| Spring | • Freshman Softball - \$8,218* |
| | • Freshman Baseball - \$8,186 |
- * = Concerns about appropriate numbers to field a team and/or ability to have a schedule of games

Total: \$54,300

2018-2019

Athletics

- Girls Volleyball - \$19,836
- Boys Varsity & JV Lacrosse - \$18,587

Total: \$38,423.00

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Athletics

- SJHS Boys and Girls Lacrosse - \$18,734
- SHS Indoor Track - \$18,008

Total: \$36,742.00

H/O #2
12/19/16

Male and Female Sports Surveys

Female Respondents - 284 total

197 High School

87 Junior High

194 of 284 interesting in playing sports (68%)

If another sport were to be offered, what should it be?

74 - Volleyball (26%)

17 - Hockey (6%)

12 - Dance (4%)

Male Respondents - 170 total

126 High School

44 Junior High

131 of 170 interested in playing sports (77%)

If another sport were to be offered, what should it be?

22 - Lacrosse (13%)

14 - Hockey (8%)

12 - Volleyball (7%)

Activity / Intramural Stipend That Did Not Run in 2016-2017

- Civil Rights (SHS)
- Academic Decathlon (SHS)
- Musical Business Manager (We are not having a musical this year at SHS)
- Red & White Magazine Bus Mgr. (SHS)
- Red & White Magazine Advisor (SHS)
- Ski Club Co-Advisor (SHS)
- Youth in Government (SHS)
- Mock Trial Advisor (SHS)
- Drama Production #2 (We are having only one play this year at SHS)
- Drama Production #3 (We are having only one play this year at SHS)

Clubs / Activities That We Do Not Plan to Run in 2017-2018

- Academic Decathlon (SHS)
- Red & White Bus Mgr. (SHS)
- Red & White Magazine Advisor (SHS)
- Ski Club Co-Advisor (SHS)
- Drama Production #3 (SHS)

14/0#3
12/19/16

Stipend Adjustment Proposal

- Rename "HS Auxillary Advisor" to "Marching Band Assistant Director"
- Rename "HS Asst Marching Band" to "Marching Band Color Guard Instructor"
- Create Stipends for "Winter Drumline Instructor" and "Winter Guard Instructor"

Winter Drumline Instructor

Students Involved - 28

Length of Season - Dec-Mar 16 Weeks

Practice time involved - Twice a week (Tues & Sun), 3 hours ea. (6 hours total)

Performances - 5-6 Performances ~8 hours involved (40-48 hours total)

Additional 10-15 hours of writing music

~146-160 Hours Total

Winter Guard Instructor

Students Involved - 10

Length of Season - Dec-Mar 16 Weeks

Practice time involved - Twice a week (Tues & Sun), 3 hours ea. (6 hours total)

Performances - 5-6 Performances ~8 hours involved (40-48 hours total)

Additional 10-15 hours of writing choreography

~146-160 Hours Total

H/O # 4
12/19/16

Sanford High School Extra Curriculars

Anime Club

Move from Intramurals to Schedule C

The Sanford High School Anime Club meets on Fridays from 2-3:30 in Room 224, and has been an official club for 4 years. Typically, between 10-40 students attend weekly. Anime is a style of Japanese animation that consists of graphic art, characterization and cinematography, and the anime club is a group of students who love to draw, watch or play games associated with anime. Members gain an appreciation of all aspects of Japanese culture, including Japanese customs, holidays and cuisine.

One small group of students in the anime club is particularly interested in dance, and they meet additionally on Wednesdays to dance to and discuss cultural music videos.

Chess and Cribbage Club

Move to Intramurals

There are about 16 students that come, but on any given week there are usually between 4 and 10 students because there are some that don't come every week. The set time for the club is every Monday from 2:15-3:30 although the students typically come and get settled in right after school at 2:00. I am there for the full hour and a half every week. At the club students learn and play chess and cribbage. Playing chess and cribbage is a fun way for students to learn and practice math skills, patterns, and problem solving as well as planning ahead.

Peer Helpers

Schedule C request an increase in funding

I am writing to request an increase in my club advisor stipend for the SHS Peer Helpers. I have been the club advisor for three years and during that time I have helped the club grow from 10 to 60 members. The club meets every Tuesday at 7:20 am and on average due to our activities I am helping to advise evening/weekend activities 7-9 times per year. Please see below a description of the SHS Peer Helpers.

Peer Helpers: Mrs. Beth Letourneau, Advisor, meets Tuesdays at 7:20 am in Rm 11. Peer Helpers is an organization whose mission is to make SHS a welcoming school for all. Peer Helpers helps the SHS School Counseling Department by welcoming new

students in a variety of ways (tours, lunch buddies). In addition they organize 10-15 other activities over the course of the school year! These include tours for incoming 8th graders, summer tours for incoming 9th graders, shop for and deliver Thanksgiving meals, partner with an area community agency to host a movie night, organize holiday candy-grams, create over 350 homemade valentines that are distributed school-wide, St. Patrick's day gold coin give-away, coordinate an AP exam finale party, volunteer to the CJL color run, Hot chocolate distribution during winter exams and spring finals celebration.

I appreciate your consideration of this request. If you have any additional questions please do not hesitate to contact me at 207-324-4712.

Ocean Bowl

Move to Intramurals or Schedule C

Ocean Bowl meets twice a week starting in the Fall, the competition is in February at either UNH, UNE or UMO. I train 2 teams of students-10. This year we have 4 alternates-so the group is 14. At the time of the competition I have a volunteer parent or teacher that stays with the 2nd team.

Students are assigned a specific area of Ocean Science and are responsible to study that area and prepare a lesson on their topic. The areas are

History of Oceanography

Physical geography of the Ocean

Marine Biology

Tools of Oceanography

Chemistry of the Oceans

The competition is a buzzer competition against another High School from Maine, NH or VT. A section is also collaborative where they work together on challenge questions.

I've been doing this as a volunteer for over 10 years!

K-Dance

Start as an Intramural

K-Dance is a dance group currently composed of 7 members. Their advisor is Nicole Clark, English Teacher. The dances are typically dances to Korean Pop (K-Pop) songs. They meet after school on Mondays and Fridays from 2-4:30pm in Room 3.

Astronomy Club

Intramural proposal

This is a club that will potentially run this year depending on student interest. It will include evening meetings with a telescope watching the stars.

ODYSSEY OF THE MIND

Move from Intramural to Schedule C

Odyssey of the Mind is an international creative problem-solving program that engages students in their learning by allowing their knowledge and ideas to come to life in an exciting, productive environment. Participants build self-confidence, develop life skills, create new friendships, and are able to recognize and explore their true potential. OotM proves that students can have fun while they learn.

Odyssey problems have challenged students to design mechanical dinosaurs, invent new factory machinery, build working vehicles, write a new chapter to Moby Dick, put a twist on classic artworks, turn Pandora's Box into a video game, and so much more. OotM problems have challenged students to go beyond conventional thinking and incorporate creative problem solving in learning. Creative Problem Solving is a skill that needs to be nurtured and developed. While a conventional education is important, learning to solve problems creatively and confidently gives them an important edge in their education and career goals. There is creativity inside each of us and OotM teaches how to tap into it so it can be applied to real-world problems. From the start, OotM recognized the importance of many of the skills now emphasized in education today such as Science, Technology, Engineering, and Math. The program combines that with history and art and has encouraged learning these subjects through the Classics and performance problems. All OotM solutions require students to perform, not just the sciences, but the arts as well – whether it be set-building, costume-making, creating props, acting, singing, or playing an instrument. These skills are important to create a balanced education. Because they are doing something fun, students are eager to perform and develop self-confidence and public speaking skills along the way. Many participants credit their success to Odyssey of the Mind. Because different elements are involved within each problem, OotM brings together kids with varying interests that often form life-long friendships

OUR PROBLEMS:

Odyssey of the Mind is the place to go where it's fun to look for problems. Our problems are not 'practical'. We do not teach OMers how to solve a problem, we teach them how to be Problem Solvers!

Each year, we release six original Long Term Problems – five competitive problems for students from kindergarten through college and one primary problem for K-2nd graders. Each problem is original, contains a few limitations to work within, and lists scoring categories. There are two types of "problems" in Odyssey of the Mind: Long-Term Problems and Spontaneous Problems.

Long Term Problems

Long-Term Problems are the engine that propels Odyssey of the Mind. Teams select their problem when they join the program and spend weeks or months to create and develop their solution. Each team member will find a role to play in the many stages of problem-solving including brainstorming, artwork, set design, technical design, writing sketches and much more! The solutions are presented in alive performance. Thousands of teams from all over the world will select and solve the same problem but no two solutions are ever the same! Everyone learns to think Beyond the Box. Long Term problems are different every year but they fall into general categories:

① Vehicle

Problem #1 — Traveling through creative courses, hitting targets, delivering parts, and carrying teammates "across the sky or "under the seas" are some of the tasks completed by original team-made "vehicles. Teams use unusual sources of energy and original engineering to create vehicles that often don't look or move like a vehicle. OMers perform an original skit that usually includes characters and special effects but the emphasis is on the running and testing of the vehicle.

② Technical

Problem #2 – Creating a robotic pet, a Not-So-Haunted pop-up House, and rubber band powered devices are technical problems our teams have solved. The level of technology is up to the team and ranges from basic engineering and electronics to more advanced robotics. Technical devices have served purposes that include producing special effects, delivering mail, and improving the lives of people in need. OMers test their devices in performances that are often hilarious.

③ Classics

Problem #3 – Imagine turning the story of Pandora's Box into a video game or creating an original Lost

Labor of Heracles! In our Classics problem Teams write and perform original theatrical performances based on a work from classical literature, artwork, music, culture, or history. Subjects range from bringing the past to life to revisiting and rewriting history, all while OMers learn about world history.

Solutions often reflect upon the majesty and sophistication of humanity's most impactful and enduring creations.

④ Structure

Problem #4 – Picture a 15-gram (½ ounce) structure made of balsa wood holding and balancing a stack of weights while getting rammed, twisted, or even broken apart. Each year a new problem requires an original structure to withstand a new test of strength as it holds weight until it breaks. It's not uncommon for experienced teams to hold over 1,000 pounds. OMers create and present performances ranging from comical to extravagant where testing their structures is part of the action.

⑤ Performance

problem #5 – Whether it is showing the world from the point of view of an animal, acting out a Food Court where all of the characters in a courtroom are food, or showing social outcasts saving the planet, you can be sure that our performance problem will be fun and unexpected. In their solutions teams integrate stage and drama elements from lighting effects to puppetry to elaborate set changes. Original characters and unusual situations give OMers plenty of opportunity to show off their creativity.

⑥ Primary (K-2)

Primary Problem – Teams might present their very own prehistoric art festival or a skit where a character keeps waking up in a different place and time. Teams present their solutions at tournaments in a non-competitive showcase where they interact with judges who provide feedback. Primary problems are designed to provide younger OMers with a comprehensive, fun, and instructional experience that helps introduce them to Odyssey of the Mind.

Spontaneous Problems

These are not solved over a long term. They are not solved in a short term. They are solved instantly using spontaneous creativity. Teams practice and prepare for the Spontaneous experience but the actual Spontaneous Problem they will solve is not revealed to them until they walk into the room to solve the problem! Spontaneous develops quick thinking, creativity, teamwork, and the ability to deal

with the unexpected which are all important educational aspects of Odyssey of the Mind. Teams receive a copy of their problem and are allowed to ask questions during their competition time. Spontaneous Problems come from three general categories:

Verbal

Verbal Spontaneous Problems require teams to give verbal, spoken responses to questions or prompts, and those responses are scored according to how creative (or common) they seem to trained judges in the room.

For example, teams might be asked, "Name things that are green," or could be given random household items and asked to present a skit based on the premise, "When it rains, the strangest thing happens, I..." Teams are usually given just a few minutes to think and then asked to provide their solutions.

Hands-On

Hands-On Spontaneous Problems require different levels of physical interaction among team members to solve. Generally a hands-on spontaneous problem will challenge the teams to move, build, or to use provided items to complete a task.

Examples of "Hands On" problems range from building a bridge out of random items that extends as far as possible to creating a device to move different balls different distances and into scoring containers, and devising a system of communication using random objects. For Hands On problems, teams are often given a few minutes to devise, build, and test their solution prior to completing the task for score.

In addition to points for completing tasks, teams are also often scored on their teamwork and creativity.

Combination

This type of problem combines some type of physical activity and verbal replies or prompts. Examples of "Combination" problems include each team member making a character from aluminum foil and then telling a story using those characters, having the team use props and costumes and say what a caption of their picture might be, or picking up objects and saying a creative use for them., Teams generally have time to look at any materials they are provided.

WORLD FINALS:

Teams taking 1st and 2nd place will have the great honor of moving on to World Finals Competition. This competition is a creative extravaganza where more than 800+ teams (18,000 students and coaches) from around the world come together to share their ideas and work. But most of all the cultural experiences and friendships they develop

last a lifetimeeven with language barriers. Most of my OMers have developed friendships that continue to this day through facebook, twitter and emails. This bond becomes so strong that many are saddened when an international buddy team does not return the following year.

WORK INVOLVED:

Students begin meeting in late Oct-Early Nov to discuss their problem. Students meet about 2 hours per week until January. In January Students begin meeting twice a week for 2 hours per day to work on their problem and practice spontaneous. At the end of February students begin meeting 3-4 times a week for 2-3 hours per session. One week before competition students could be meeting daily at times. Due to the large increase in participation across the state we have added a regional to the competition. The Top 3 teams in each problem at regional's will move on to State Finals. There are many training workshop offered to the teams across the state to aid in their preparation for the competition. Workshops are daylong events provided on weekends throughout the year.

DATES

Tuesday, September 27th

5:30 PM - 7:30 PM Coordinators Meeting

Saturday, November 5th

9:00 AM - 3:00 PM Coaches Training

Saturday, December 3rd

9:00 AM - 3:00 PM Coaches Training

Saturday, January 7th

9:00 AM - 3:00 PM Beginners Blast Off Student workshop day

Saturday, January 21st

9:00 AM - noon or 1:00 PM - 4:00 Spontaneous Workshop

Saturday, January 28th

9:00 AM- noon or 1:00 PM - 4:00 Spontaneous Workshop

Saturday, March 4th

8:30 AM - noon Judges Training

Saturday, March 11th

8:30 AM - noon Snow day make up day

Saturday, March 18th

8:00 AM - 6:00 PM REGIONALS

Saturday, March 25th PRIMARY TOURNAMENT

9:00 AM - 1:00 PM

Saturday, April 1st

8:00 AM – 6:00 PM STATE TOURNAMENT

Sunday, May 7th

9:00 AM – 1:00 PM WORLD FINALS COACHES MEETING

May 24th – 28th WORLD FINALS

Preparation for WORLD FINALS

Attending world finals costs about \$1000 per student. To defer the cost of the trip we fundraise the entire year. We have many events including oil raffle, Murder Mystery dinners, car washes, gift calendars and our largest event ... shower for flowers. Throughout the years we have been able to raise \$8000 - \$14000 per year with these events. I have been coaching and coordinating OM for the last 11 years. In those 11 years, I have taken 12 Sanford teams to World Finals and continue to coach one team now in college at UNH. Sanford has had a long standing history of placing 1st place and is known as the team to watch at the competitions. We strongly hope you will consider continuing this wonderful program that teaches students that creativity is all about Thinking Outside the Box.

Gay Straight Transgender Alliance

Add to Schedule C

Meets twice a month

15-20 members

Developed by a group of students who want to make a difference in the climate of SHS. GSTA aims to provide a supportive environment for students of all walks of life, with an emphasis placed on issues related to the lesbian, gay, bi-sexual and transgender and questioning community. The club focuses on bringing awareness to issues of diversity to the school's students, faculty and community members in hopes of making school a safer place for everyone. The mission of GSTA: We are students from the halls of Sanford High School, driven by a need for change around us, we strive to promote acceptance and understanding amongst our fellow classmates, in order to achieve a true sense of equality for all students. We are a supportive and encouraging family with a colorful background. As members of the Sanford High School Gay, Straight, Transgender Alliance, we make it our mission to educate and advocate in order to raise awareness of the reality of Lesbian, Gay, Bisexual and Transgender Youth and their straight allies.

SJHS BIKE CLUB--Write up from advisor Sue Roeder Knight.

I believe it was 5 years ago that I became aware of the Nason Community Bicycle Center in Springvale. I was approached to join their Advisory Board, in part, to encourage more junior high students to utilize the programs offered through the center. The following school year, we began bike club at the school, with bikes and helmets provided by Nason Community Bicycle Center. We run the club in the fall and spring, riding weekly when weather cooperates. Students are able to borrow a bike or use their own if it is deemed to be safe. Helmets are required. Initially, we cover safe riding as described by the Bicycle Coalition of Maine. Frequently, these 'rules of the road' are different than those our students typically follow. Each week

the group takes a different ride. The trails are utilized most frequently, as well as smaller side roads that connect various trails. We meet from 2:15 to 3:45. We spend time preparing the bikes (pumping tires, adjusting seats) and make every effort to ride for at least an hour. Students present a wide range of biking skills. Some confident and well experienced, and others more timid and unsure. In order to accommodate all of the students, it has been necessary to have a minimum of 2 adults available for each ride. We have had positive feedback from students. I think the quote of this past fall that made us all smile was "Why can't we do bike club every day?". It has been a great experience!

17/0 # 5
12/19/16

Freshmen Boys and Girls Basketball

	Total
Uniforms	1,920.00
Officials	1,820.00
Officials Travel	1,130.00
Travel	4,500.00
Stipends:	6,926.00
Total	16,296.00

Freshmen Softball

	Total
Uniforms	2,000.00
Balls	240.00
Officials /travel	1,208.00
Travel	2,000.00
Stipends:	2,770.00
Total	8,218.00

Freshmen Baseball

Total

Uniforms

2,000.00

Balls

240.00

Officials travel

1,176.00

Travel

2,000.00

Stipends:

2,770.00

Total

8,186.00

Boys Lacrosse

Total

Uniforms

50 Home Jerseys
50 Away Jerseys
50 Pairs of Shorts

Total

7,500.00

Game Balls

10 cases

300.00

Practice Balls

10 cases

250.00

Officials

Varsity and JV

1,650.00

Travel

2,500.00

Scorer/Clock Operator

500.00

Stipends:

Varsity

3,809.00

JV

2,078.00

Total

18,587.00

Athletes Provide:

Helmets

Shoulder Pads

Sticks

Approximate Cost

Volleyball

Total

Uniforms	2,000.00
Balls	825.00
Officials Varsity and JV/travel	1,482.00
Nets/Poles, Recession in Floor Stands/Referee Stand	6,000.00
Travel	2,100.00
Scorer/Clock Operator	500.00
Announcer	350.00
Stipends:	
Varsity	3,809.00
JV	2,770.00
Total	19,836.00

Freshmen Girls Soccer

	Total
Uniforms	2,000.00
Balls	660.00
Officials/travel	1,120.00
Travel	1,750.00
Stipends:	2,770.00
Total	8,300.00

Freshmen Boys Soccer

Total

Uniforms

2,000.00

Balls

660.00

Officials /travel

1,120.00

Travel

1,750.00

Stipends:

2,770.00

Total

8,300.00

Boys and Girls Indoor Track Estimated Costs

Travel – 9 meets includes regular meets, Southwesterns and States

9 x \$250 = \$2250

Assessment Fee to League – \$1,300 per team = \$2600

Coaches' Salaries:

Boys Head Coach – based on current contract \$3809.00

Girls Head Coach – based on current contract \$3809.00

Boys Assistant coach – based on current contract \$2770.00

Girls Assistant coach – based on current contract \$2770.00

Total = \$18,008

JH Lacrosse (Boys and Girls) Cost Estimate

7th and 8th Girls and 7th and 8th Boys

20 per team, 4 teams (80 kids)

Uniforms $\$75 \times 80 = 6,000.00$ 1 Set Red – Top and Bottom

Officials – 4 teams

10 home - @ $\$115 = \$1,150$

Travel – 4 teams

10 away trips @ $\$250 = \$2,500$

Goalie Equipment – Helmet, Gloves, Chest Protector -- $\$540 \times 4 = \$2,160$

Coaches Salary x 4 at $\$1731$ (under current contract) $\$6924$

Total for 4 teams - $\$18,734$

Athletes would need to provide their own Helmet, Shoulder Pads, Elbow Pads,
Sticks