



*Sheridan Japanese School*  
シェリダン日本語学校

*Building Excellence Through Global Education*  
Sheridan Japanese School Foundation Board

**Foundation Board –Regular Meeting**  
**SJS School, 430 SW Monroe, Sheridan, OR**  
**Monday, January 22 2018– 6:30 PM**

*Meeting Minutes*

**I. Call to Order and Roll Call – 6:36 pm**

In attendance: Dick Paay, Ann Meyer, Gay Hall-Pentecost, Beth Martin, Charles Broadwell, Jen Schulze.

*Charles moves to approve the agenda as amended, Beth seconds. Motion carried unanimously.*

**II. Approve Minutes**

*Ann moves to approve the minutes of December 11 2017 as presented, Beth seconds. Motion carried unanimously.*

**III. Treasurer Report**

The November 30, 2017 financial statements were reviewed. Personnel costs are close to being on budget. Accounting and classroom supplies are over in year-to-date expenses versus year-to-date elapsed because more expenses are incurred at the beginning of the year. Fundraising money has not come in yet.

The board decides to wait on revising the budget. The results of the Measure 101 vote could impact school funding.

In the financial audit the auditors suggested a policy that the Treasurer actually sign the bank reconciliations and statements as having been reviewed and presented to the board. This year we had to address the deficiencies found in the audit in a letter to the Secretary of State. These will be picked up in a policy change.

**IV. School Business**

**A. School Report**

Enrollment is steady at 88 students. Since December 1<sup>st</sup> two students have left and two students have enrolled. Attendance overall is above the 90% state requirement.

Behavior report: Jen analyzed the Restorative Justice behavior system in place and feels that SJS looks better than “best practice” per the research she has seen. There have been some suspensions for violence and bullying. Jen would prefer in-school suspensions, but we don’t have the place or staff for that. The staff is looking at how to make it more reflective.

Jen thinks there is a problem with the Student Council in general. Three high school students have classes together and make decisions without the rest of the council. The council will be revamped for next year.

Three Japanese students are coming in January for three months, which will bring in \$10,500 to SJS. The budget reflected two students only.

SJS invited WWII Japanese American, George Nakata, as a guest speaker. He was sent to an internment camp at nine years old with his family, who lost everything. It was an inspiring presentation for both staff and students.

Star testing will begin again the first two weeks of February. In December the English/Language Arts and Math teachers did a training on data use and are using it effectively. Jen attended the SSD state testing workshop and will train the teachers in February for the state assessments.

SJS has received about \$2,600 in response to the end-of-year donation letters. The Go-fund-me for chromebooks has \$450. Anne Ballard is looking a sustainable, growable fundraiser and has come up with Rafflepalooza, which will be rolled out at the end of January. The grand prize is \$1000, and many other raffle items will be donated. The goal is to sell 1200 tickets at \$20 each = \$24,000. The cost of the event will be about \$4,000 (venue, food, incentive prizes to students for ticket sales, etc.), netting \$20,000 for school. The event is May 12 at the Heritage Museum in McMinnville. Taiko, Choir and Hula will perform. The plan was hashed out by the four members on the fundraising committee. The 5K Granary run group is planning a June 2 event again.

Jen finished the Measure 98 self-assessment on December 26, and is waiting for feedback. She attended a workshop on January 19, and will attend another one in May. SJS has two years to spend this year's money, and one year to spend next year's money. The money is for freshman retention and CTE. Robotics qualifies as a college-bound CTE, as do computer programming and journalism. Jen is hoping to get five computers for robotics and science. She wants to offer things that get kids to stay here.

Jen has not heard yet on the First Federal Technology Grant. Elaine Burke and Jen are working on PE teacher grant through Nike.

Ann went to a Yamhill Cultural County Trust Workshop, and with the realization that SJS already has \$5000 of seed money to turn the patio into additional classroom space, there might be funding to turn it into an arts room (art, choir, taiko). The Oregon Community Fund has target range about \$50,000 for grants to support the arts. We would need to look at the cost to convert the room.

Dick notes that the old High School in Willamina looked at some grants, but couldn't get around the fact that the non-profit didn't own the building. So for more than just minor money, grants for them are limited to operational kinds of things rather than capital improvement. The board discussed maybe writing a grant for everything that goes inside the room. Ann and Elaine don't want to put too much energy into this if the board is not interested.

Jen went over the current electives offerings. There is not enough classroom space, they are having to use the cubby area and the office to accommodate all of the electives. It would be nice to have an art room for electives.

Dick would want to see something that attributes the highest level of importance to the additional space for art as opposed to a math lab or a bigger science lab or bigger PE space. At this point the board agrees that computer lab space is not a priority with the way technology is going.

The Oregon School Athletic Association has changed policy regarding charter schools, which will impact SJS because students will have to play for their home district. Jen communicated that to the parents at information night. The next information night is March 15.

## V. Foundation Business

### A. Old Business

#### a. Board Member Application

The board feels the current application is too big and intimidating. They want consistent questions to ask every applicant. Everyone agrees less is better. Keep the section for them to talk about themselves and why they want to be on the board, and if they understand the mission of the school.

Elaine Burke submitted an application with statement of purpose and biography, and list of skills.

The board will review the revised application and submit comments for the next meeting.

#### b. School Bus

The teacher feedback is that they want something that would not necessarily transport the whole school, but rather classes or grade levels for field trips. About 30 students is good, or the size of the McMinnville bus, which may be about 50 passenger.

The Board needs to look at where the money would come from, insurance, where to park. Drivers need a CDL, but wouldn't have to be paid. The Board has said they don't want to own a bus so it would have to be some kind of donation scenario.

#### c. Director Evaluation

This is an attempt to promote ongoing feedback throughout the year. The board has never been very good about facilitating an evaluation process for the director at the end of the year. Dick shows a basic list of items he wrote up for director evaluation. Information about what is going on can be gleaned from the weekly updates, etc.

Dick suggests jotting down notes every month and at the end of the year use them to make a summary, and include a scoring matrix. The board will review Dick's list and bring it back next month. The final version should include a grid and a comment section.

### B. New Business

#### a. Oregon Community Foundation

Ann wanted to bring this up to see if it had board support before pursuing further. She will have a discussion with Elaine about researching the items discussed earlier in the meeting.

*Ann moves that SJS proceed with a feasibility study on the potential of making the patio into a cultural art classroom through a grant from the Oregon Community Foundation. Beth seconds. Motion carried unanimously.*

#### b. SJS Piano Surplus

The school has two surplus pianos. The baby grand piano is on the SJS official inventory, so must be declared surplus if it is to be disposed. The school has two newer pianos so the other two are not used.

*Ann moves to declare the older excess baby grand and the tall upright piano surplus, Charles*

*seconds. Motion carried unanimously.*

c. Aozora Gakkou

Kate and Jen talked with Yuka from the Japanese school English Tree about last year's Aozora, and English Tree wants to continue the relationship. Kate and Jen talked about things they were not impressed with on the camp, and got feedback from English Tree also. The ET students arrive Friday 7/27 (Kate and Keiko will be in Washington for trainings). SJS will provide transportation from PDX to Sheridan. Friday 7/27 through Sunday 7/29 the Japanese students will stay with their host families. July 30 is a free day and camp begins Tuesday 7/31. The camp runs through Saturday 8/4, with the end goal being an Obon festival on Sunday, 8/5. Keiko needs to do some community activity and has money that can be used for that through her program. The Japanese students will leave Sunday or Monday. Kate or Keiko will go back to Japan with them.

Jen and Kate want to involve the Japanese students more in the camp this year, and are hoping to offer a more quality camp. Jen believes that she, Kate, Keiko, and Yuka can make the camp successful.

d. Dick requests an addition to the agenda under New Business d.

Currently SJS has a visiting Japanese teacher who is not paid by the school, but is paid by an outside agency. Dick is looking at following that model with another teacher, a new staff member who has not yet tripped PERS and has outside insurance so does not have the SJS group health. Someone outside of the school would like to hire her as a teacher and then donate her to the school for the rest of the year, in the same way as Keiko has been donated. Then she would be a private employee, and would not trip the PERS retirement costs of about 21%. The donor would also pay SJS a stipend for Jen to supervise her (Jen does not supervise Keiko).

Dick notes that charter schools work hard at trying to figure out a way for their new staff to get a value for their retirement as anyone who is not a Tier One or Tier Two PERS employee will probably not realize a great return. This could be an advantage for the teacher through some type of private retirement. The teacher is agreeable to this scenario, and will need to choose some kind of tax sheltered retirement account. Dick is the one who will be hiring her and donating her time.

**VI. Executive Session under ORS 192.660(2)(i)**

No executive session

**VII. Adjourned at 9:50 pm**

Next Meeting: Tuesday February 20 at 6:30 pm