P.A.C.E. INC. BOARD OF DIRECTORS
—February Board Meeting—
Agenda

MEETING – March 5, 2019
6:00 p.m. Regular Session (February 19, 2019 meeting was cancelled due to inclement weather)

Board Members Invited: Esteve Coll-Larrosa (Chair), Lori Cozzi (E.D. non-voting), John Hall (Faculty Rep. non-voting), Gretchen Brown, Dan Carroll, Sharon McRorie, Elaine Bleakney (Secretary)

Board Members Absent: Alice Vogler, Tom Turner (Vice Chair)

Invited Guests: Patrick Fitzsimmons (absent)

Regular Session

6:00 p.m. Welcome and Introduction of Guests (ECL, 10 min)

➢ Vision Statement: The ArtSpace Charter School community will be a national benchmark in educational excellence through integration of the arts.

➢ Mission Statement: ArtSpace Charter School offers a complete education, through an integrated curriculum centered around the visual and performing arts, utilizing an experiential approach. We believe in a family-centered, cooperative approach to education that encourages parental involvement and community service in order to nurture responsible citizenship.

➢ Acknowledgements: Lori acknowledges Mr. Nick for leading Ski Club; Coach Hal for leading basketball team; a wonderful World’s Fair by the 2nd Grade; Mr. Steve for presenting to AmeriCorps; Nick, Steve and Meg for obtaining Donor’s Choose grants. Leila acknowledges Jocelyn (a.k.a. ArtSpace Resident Badass) for asking tough questions at a recent ED Search Q & A; the new sub, Ms. Vicky, “who is awesome as well as our very own Captain Substitute, Ms. Lyn, who always stays positive when she sub for me.” Tonya thanks Sarah, our AmeriCorps volunteer, for making awesome costumes for our science musical, "Bill's Dream." Dana thanks Ms. Waterfall for her help with 5th grade STEAM presentations with dance. Simone acknowledges Beth Lexa for “taking over as my beginning teacher mentor when Claire could not continue. Beth has been very helpful, supportive and is a wise woman.” Eric acknowledges Tara Reese “for going above and beyond to maintain a high-quality nurturing, instructional environment in the Tree House while I was getting my knee repaired.” Steve acknowledges the ED search team for their perseverance, patience and dedication in finding, considering, interviewing, and bringing to the staff’s consideration such a qualified group of candidates to lead ArtSpace in its next evolution of growth and empowerment. Fiona acknowledges Mr. Steve for his presentation at the AmeriCorps retreat. Kristin thanks Mary for sharing her love of nature and animals with children across many grade levels; Waterfall for inspiring and pushing her 7/8 elective class to dive deep into the content of their most recent performance, and all K-8 teachers for supporting our No Place for Hate initiative and creating the handprints for our "What Lifts You" project. Melissa thanks Evangeline: “she borrowed some materials and DISINFECTED them before returning them! What a thoughtful and kind gesture!” Ali acknowledges Nick for his work on STEAM. “My students were very inspired by seeing what other classes are doing in science and math. They are very into science now; we're doing daily experiments!” Evangeline acknowledges Chainey for “the incredible work she is doing in First Grade! She is a wonderful assistant!”

AGENDA PREPARED BY: ESTEVE COLL-LARROSA, BOARD CHAIR
Public Comment: Sign-up sheet

6:05 p.m. Consent Agenda Items – (ECL, 5 min)
  o Approval of January 15, 2019 regular meeting open minutes
  o Approval of January 2019 financial report

➢ Motion to approve consent agenda items as presented. Motion by EB, 2nd by SM. Motion approved unanimously

➢ Motion to approve Patrick Fitzsimmons to join the PACE Board of Directors. Motion by GB, 2nd by SM. Motion approved unanimously.

➢ Motion to approve Alice Vogler’s resignation from P.A.C.E. Motion by GB, 2nd by SM. Motion approved unanimously.

6:15 p.m.
  • Review of proposed revisions to 2018-19 school calendar. March 28 to student day (from teacher workday) and March 29 to teacher workday (was a holiday).

➢ Motion to approve revisions as presented. Motion by GB, 2nd by SM. Motion approved unanimously.

6:40 p.m. Committee Reports
  • Director’s Report (including construction update)
  • Conflict of Interest forms discussed
  • Development Report: Annual Fund, Logo, New Fundraiser
  • Policy:
    Service Animal Policy
    Concussion Policy
    Conflict of Interest for Contractors

➢ Motion to approve three policies as presented. Motion by GB, 2nd by SM. Motion approved unanimously.

7:15 p.m. To prevent the disclosure of information that is privileged or confidential pursuant to the laws of this state or the United States, or not considered a public record within the meaning of Chapter 132 of the General Statutes, a motion is made to go into closed session. Motion by SM, 2nd by DC. Motion approved unanimously.

CLOSED SESSION

➢ Motion to return to open session. Motion by SM, 2nd by GB.

➢ Motion to approve Lucy Sawyer as Interim Executive Director as discussed in closed. Motion by EB, 2nd by SM. Motion approved unanimously.
Motion to approve Sarena Fuller as Executive Director as discussed in closed. Motion by DC, 2nd by EB. Motion approved unanimously.

8:00 p.m. Motion to adjourn. Motion by SM, 2nd by DC. Motion approved unanimously.

Next meeting: March 19, 2019
P.A.C.E., Inc – Governing Board of ArtSpace Charter School

Board Meeting Date: 2/19/19

VISITOR LOG

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<tr>
<th>PRINT NAME</th>
<th>ROLE IN SCHOOL</th>
<th>PHONE NUMBER</th>
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PLEASE USE REVERSE SIDE IF MORE SPACE IS NEEDED

SIGN UP FOR PUBLIC COMMENT

(PLEASE REMEMBER THAT PUBLIC COMMENT IS LIMITED TO 3 MINUTES PER PERSON)

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<thead>
<tr>
<th>NAME</th>
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Revised: July, 2002  
Filed by:
# Artspace Charter School

**Budget Analysis Report**

**Fiscal Year:** 2019 | 1/01/2019 - 1/31/2019

## Revenues

<table>
<thead>
<tr>
<th>Account</th>
<th>Budget</th>
<th>Period Activity</th>
<th>YTD Activity</th>
<th>Remaining Budget</th>
<th>% Used</th>
<th>EOY Projection</th>
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<td>67,682.22</td>
<td>34,938.12</td>
<td>66.96</td>
<td>116,315.55</td>
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**Revenues**

|               | 3,865,640.06 | 287,654.76 | 2,311,532.49 | 59.80 | 4,048,345.38 |

## Expenses

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<tr>
<th>Account</th>
<th>Budget</th>
<th>Period Activity</th>
<th>YTD Activity</th>
<th>Remaining Budget</th>
<th>% Used</th>
<th>EOY Projection</th>
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<td>Transportation and Travel</td>
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<td>121.06</td>
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<td>40,403.62</td>
<td>63,195.37</td>
<td>39.00</td>
<td>105,484.74</td>
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**Expenses**

|               | 3,736,550.07 | 377,973.23 | 2,251,818.16 | 60.26 | 3,976,088.88 |

**SURPLUS/DEFICIT**

|               | 129,089.99   | (90,318.47) | 59,714.33    | 73,256.50 |
Director's Report
February, 2019

Acknowledgements
- Another great ski club was enjoyed by many again this season! Thank you Mr. Nick for organizing this great club.
- Basketball season is coming to an end and it’s been a good one. Thank you Coach Michael!
- The second grade World’s Fair was amazing! Thank you to Ms. Ali, Ms. Annabell and the Arts Integration Team for continuing this wonderful collaborative learning opportunity for students.
- Thank you Mr. Steve for presenting to the Project Mars cohort of AmeriCorps members and sharing your passions and the ArtSpace arts integration model with them.

Building & Campus Projects
We are still waiting for a bid from Brad Goodson for the site improvements we hope to complete this summer. I was told recently that we will have it soon! We are also still gathering bids to paint the building exterior.

Staff Update
Great news! We have a candidate for the Middle School EC position for your approval. We are very excited to welcome Chelsea Leiby to our team. Chelsea has several years of experience teaching EC in California and has been working locally for the Autism Society.

Sadly, our Middle School Behavior Support person, Ms. Jesse, resigned and has moved back home to support her family in South Carolina. New hire Laura Mondello, will offer behavior support in the north wing.

Snow Day Make-Up
Since our last Board meeting we have missed one more day of school (1.29.19) due to inclement weather that we will need to make-up. We would like to make Thursday, March 28th (formerly a workday) and school day and we would like to make Friday, March 29th (formally a day off) a workday.

The ArtSpace Vision Fund
We still hope for 100% Board participation. At this point in time we have 60% from both the PACE and FACE Boards. Please donate if you haven’t already.

Directors & Donuts
Our next D & D is Thursday, March 7th from 8:30 – 9:30. We would love to have someone from the Board of Directors at this meeting. The dates for the remainder of the year are April 4 and May 2. Can you attend? Please let Lori know.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
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<tbody>
<tr>
<td>February 20</td>
<td>Talent Show</td>
<td>6:00</td>
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<td>February 22</td>
<td>School Day (Snow Make-up; was a workday)</td>
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<td>February 26</td>
<td>Team Meetings</td>
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<td>February 27</td>
<td>Noon-Dismissal- Professional Development</td>
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<tr>
<td>March 1</td>
<td>STEAM Event</td>
<td>12:20 – 2:00</td>
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<td>March 7</td>
<td>Directors and Donuts</td>
<td>8:30 – 9:30</td>
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<tr>
<td>March 19</td>
<td>PACE Board Meeting</td>
<td>6:00</td>
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<tr>
<td>March 22</td>
<td>Family Dance</td>
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<tr>
<td>March 25</td>
<td>Lit Night</td>
<td>5:30</td>
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<tr>
<td>March 27</td>
<td>Shakespeare Performances</td>
<td>6:00</td>
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<tr>
<td>April 1 – 5</td>
<td>Poetry Festival</td>
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The P.A.C.E. Board of ArtSpace Charter School recognizes that concussions and other head injuries may be serious and potentially life threatening and that such injuries may result in serious consequences later in life if managed improperly. The board is committed to practices that reduce the potential for short-term or long-term effects from such injuries. In support of this commitment, the board directs school employees to comply with the concussion safety requirements for physical education, playground activity, as well as interscholastic athletic competition established by G.S. 115C-12(23) as amended in the Gfeller-Waller Concussion Awareness Act of 2011, and to implement and follow all concussion safety requirements set forth in State Board of Education rules and policies for elementary and middle schools. The Executive Director (ED) or designee maintains a concussion plan consistent with state requirements and shall implement and monitor compliance with this policy. See Emergency Action Plan for Head Injury and Concussion: Attachment A. The ED is authorized to investigate the use of baseline testing for student-athletes and require that student-athletes undergo such testing prior to their participation in any interscholastic athletic competition.

A. Definition of Concussion

A concussion is a traumatic brain injury (TBI) caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in a loss of consciousness.

B. ArtSpace Head Injury Information

Each year, all teachers, coaches, school nurses, first responders, volunteers, students in athletic activities, and parents of students in athletic activity must be provided with a concussion and head injury information sheet that meets the requirements of the State Board.

Before any student, school employee, volunteer or first responder will be allowed to participate in interscholastic athletic activities, including tryouts, practices or competitions, he or she must sign the head injury information sheet (Attachment B: NCHSAA Student & Parent/Legal Custodian Concussion Information Sheet and Statement Form) and return it to the coach. Families whose children are participating in interscholastic athletics should sign the concussion statement forms. The ED of the school shall ensure that a complete and accurate record of the returned signed sheets is maintained in accordance with law and State Board policy.

C. Removal from and Return to Play/Learn

Any student who is exhibiting signs or symptoms consistent with a concussion must be removed from that activity immediately. Further, students involved in athletics must not be allowed to return to play or practice that day or on any subsequent day until he or she has been evaluated and has received written clearance for participation that complies with the requirements of G.S. 115C-12(23) and any other applicable law or State Board policy. School administration will ensure annual Return to Learn/Return to Play training for
faculty and staff. Attachment C: Licensed Health Care Provider Concussion Return-to-Learn/Play Recommendations

A student who sustains injury and requires temporary accommodations because of a concussion can receive those temporary accommodations through section 504 with a doctor’s note. Students with a permanent TBI may (1) qualify for accommodations under 504 with a doctor’s note or (2) in the event of a suspected ongoing disability impacting academic performance and requiring specifically designed instruction, the student may be evaluated to assess if he/she qualifies for special education.

D. EMERGENCY ACTION PLANS ADDRESSING HEAD INJURY AND CONCUSSION

The ED or designee shall maintain an emergency action plan to respond to serious medical (head) injuries and acute medical conditions in which the condition of the injured student may deteriorate rapidly. All such plans must include a delineation of roles, methods of communication, available emergency equipment and a plan for emergency transport. (See written plan in Attachment A venue-specific for both On and Off Campus Activity e.g. Athletics, Field Trips or other school events.)

The plans must be (1) in writing, (2) reviewed by a physical education teacher, school nurse or other athletic trainer who is licensed in North Carolina, (3) approved by the ED if developed by a designee, (4) distributed, posted, reviewed and rehearsed in accordance with G.S. 115C-12(23), and (5) compliant with any other requirements of state law and State Board policy.

E. RECORD KEEPING

The ED will ensure completion of accurate and complete records to comply with this policy and applicable legal authority. Records shall include accounts of any education or training as may be required by law or State Board of Education policy.

The ED’s annual report to the board on compliance with laws and policies related to student wellness shall include a report on the system’s compliance with laws and policies related to concussions and head injuries.

Legal References: G.S. 115C-12(23); S.L. 2011-147

Cross References: Student Health and Wellness Guidelines

Other Resources: Matthew Gfeller Sport-Related TBI Research Center at UNC website http://tibicenter.unc.edu/MAG_Center/Home.html; Report to the North Carolina General Assembly: Study of Sports Injuries at Middle School and High School Levels, N.C. Department of Public Instruction (2011)

Adopted: ___________________
Service Animals

DRAFT

ArtSpace Charter School will make reasonable accommodations for qualified persons with disabilities in accordance with requirements of state and federal law. An individual with a disability may be accompanied by his or her service animal on school property unless the animal is properly excluded as set forth in section E of this policy. The Executive Director shall establish any necessary administrative regulations for the use of service animals on school property.

A. DEFINITION OF "SERVICE ANIMAL" A "service animal" for purposes of this policy is any dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, a physical, sensory, psychiatric, intellectual or other mental disability. The work or tasks performed by a service animal must be directly related to the individual’s disability or necessary to mitigate a disability.¹ Service animals do not include any other species of animal, whether wild or domestic, trained or untrained. Animals whose sole function is to provide emotional support, well-being, comfort, companionship or therapeutic benefits or to act as a crime deterrent are not service animals for the purposes of this policy.

B. USE OF A SERVICE ANIMAL ON SCHOOL PROPERTY BY STUDENTS AND EMPLOYEES

1. Introduction of a Service Animal

School administrators shall facilitate the introduction of an eligible service animal into the school environment. To promote a successful integration of the service animal into the educational program and to minimize unnecessary disruption, an employee or student with a disability who intends to bring a service animal to school during the school day is encouraged to follow these guidelines.

a. The employee, student or student’s parent should notify the Executive Director of ArtSpace in writing at least 15 school days prior to the date proposed to bring the service animal onto school property.

b. The employee, student or student’s parent should work with school personnel to create a plan addressing the presence of the service animal during the school day. A plan to integrate a service animal into the school environment should include the following:

1) appropriate training for school personnel and students regarding interaction with the service animal;

2) any necessary modifications to the educational program so that the

¹ Examples of work or tasks include assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition.
employee or student with a disability may be accompanied by the service animal; and
3) address, when necessary, the presence of a handler other than the employee or student with the disability to control or care for the service animal.
c. The service animal should wear identification to provide adequate notice to students, school personnel and school visitors that the dog is a service animal.
d. The service animal should be free of parasites and otherwise in good health.

2. Presence of a Service Animal on School Property

An employee or student with a disability accompanied by a service animal must meet the following requirements for a service animal to be present on school property.
a. A student or employee who elects to be accompanied by a service animal will be expected to care for and supervise the animal. If a student is not capable of providing adequate care and supervision, the parent will be responsible for providing such care and supervision.
b. If a student requires assistance from a parent or handler to control and care for the service animal while on school property, that individual must submit to a background screening, which may include a criminal history check in accordance with state law and any procedures established by the school board.
c. The service animal must be on a leash or other mechanical restraint at all times. If mechanical restraint is not feasible due to a student’s disability, the animal must be under other sufficient means of control.
d. The service animal must be housebroken, under the control of its handler, and have received all necessary vaccinations as required by state law.

C. USE OF A SERVICE ANIMAL ON SCHOOL PROPERTY BY SCHOOL VISITORS

A school visitor who is an individual with a disability may be accompanied by a service animal in accordance with all applicable state and federal laws and regulations. A service animal that is accompanying a school visitor may be properly excluded from school property for a reason(s) set forth in section E of this policy.

D. LIABILITY

The board may hold the owner or handler of a service animal liable for any property damage caused by the animal to the same extent required by other board policy or administrative rules that impose liability for property damage. In addition, either the owner or handler, or both may be liable for personal injury caused by
Service Animals

DRAFT

the animal or related to the presence of the animal on school property. The owner of a service animal must have sufficient liability insurance to cover personal injury or property damage caused by the service animal and provide the school with a certificate of liability insurance.

E. EXCLUSION OF A SERVICE ANIMAL FROM SCHOOL PROPERTY

School personnel shall not ask an individual with a disability about the nature or extent of his or her disability or for proof of a service animal’s training as a condition of allowing the animal onto school property. However, when not readily apparent to school personnel, a director or designee may inquire as to whether the animal is required because of a disability and what work or task the animal has been trained to perform. Such inquiries may be made to confirm that the dog is a service animal and is rightfully present on school property. This provision does not preclude an IEP team, 504 team, or other school-based team to gather data or evaluate a student suspected of having a disability as required by law. A director or designee may exclude a service animal from school property for the following reasons:

1. The animal poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications.

2. The animal is out of control and the animal’s handler does not take effective action to control it.

3. The animal is not housebroken.

4. The presence or behavior of the animal fundamentally alters the service, program or activity of the school system.

If the Executive Director or designee excludes a dog or service animal from school property, the director or designee must document the reasons for the exclusion and notify the school board. The school board will make a determination on whether a service animal will be allowed to return to the school and, if reasonably possible, notify the individual with the disability in writing of the decision within five work days of the initial exclusion.

If the school board determines that an animal does not meet the definition of a service animal or that a service animal should be excluded for one or more of the reasons described in this section, the student’s Section 504 or IEP Team shall meet to consider and document whether the animal’s presence is necessary for the child to receive an appropriate education or to have equal access to the educational program and, if not, whether the child needs other aids and services or accommodations.

If a service animal is excluded, an individual with a disability will be provided the opportunity to participate in educational services, programs or activities as required by law without having the service animal on the premises.
F. APPEAL OF AN EXCLUSION OF A SERVICE ANIMAL FROM SCHOOL PROPERTY

The Executive Director's decision regarding exclusion of a service animal from school property in accordance with this policy may be appealed consistent with N.C.G.S. 115C45(c).

INDEPENDENT CONTRACTOR CONFLICT OF INTEREST POLICY

As is the case for all ArtSpace Charter School employees and P.A.C.E. board members, independent contractors working for ArtSpace filing W-9 forms should be aware that conflicts of interest can arise through various relationships including, but not limited to, family relationships, economic relationships and personal or intimate relationships. No W-9 contractor shall operate or act in any manner that is contrary to the best interests of ArtSpace Charter School.

Conflict of Interest is created when:

a. A W-9 contractor (or a family member of the foregoing) is a party to a contract, or involved in a transaction with ArtSpace Charter School for goods or services.

b. A W-9 contractor (or a family member of the foregoing) has a material financial interest in a transaction between ArtSpace Charter School and an entity in which the contractor, or a family member has an interest or relationship.

c. A W-9 contractor (or a family member of the foregoing) is engaged in some capacity or has a material financial interest in a business or enterprise that competes with ArtSpace Charter School.

d. A W-9 contractor has a personal interest that conflicts with the interests of ArtSpace Charter School or arises in situations where a contractor has divided loyalties (also known as a "duality of interest").

- A conflict arising out of a personal interest can occur in situations that result in inappropriate financial gain to persons in authority at ArtSpace Charter School and can lead to financial penalties and violations of IRS regulations. Situations or transactions arising out of a conflict of interest also can result in either inappropriate financial gain or the appearance of a lack of integrity in ArtSpace Charter School decision-making process.

- Other situations may create the appearance of a conflict, or present a duality of interests, with a person who has influence over the activities or finances of ArtSpace Charter School. ArtSpace Charter School takes a broad view of conflicts urging all individuals to think of how a situation/transaction would appear to outside parties when identifying conflicts or possible conflicts of interest.

- A person who must consider whether he/she has a conflict includes any person serving as an independent contractor, donors, member(s) of the P.A.C.E. Board of Directors of ArtSpace Charter School, or anyone else who is in position of influence over the school.
Independent Contractors

Contractors should avoid situations in which they may be called upon to negotiate or do business with an organization in which the contractor (or close relative of the contractor or other person with whom the contractor has a close personal relationship) has substantial ownership or other interest.

Because of the potential for a conflict of interest, all contractors considering or having employment, performing services or consulting work outside ArtSpace Charter School must have prior written approval from the CEO/Executive Director and may not accept fees for service when representing ArtSpace Charter School.

Disclosure

Contractors are urged to disclose conflict at the outset of their services and as they arise as well as to disclose those situations that are evolving that may result in a conflict of interest. Advance disclosure must occur so that a determination may be made as to the appropriate plan of action to manage the conflict.

Contracted personnel should disclose to their school supervisor/Executive Director who then will disclose to the board/Chairperson of the board as soon as the person with the conflict is aware of the conflict, potential conflict, or the appearance of a conflict exists.

In the event it is not entirely clear that a Conflict of Interest exists, the individual with the potential conflict shall disclose the circumstances to his or her supervisor and/or the Chair or the Chair’s designee, who shall determine whether there exists a Conflict of Interest that is subject to this policy.

All such circumstances should be disclosed to the board, and as appropriate to staff, and a decision made by the P.A.C.E. Board as to what course of action the organization and/or individuals should take so that the best interests of ArtSpace Charter School are not compromised by the personal interests of stakeholders in the charter school.

Reporting Possible Violations

It is the duty of all board members and staff to be aware of this policy, and to identify conflicts of interest and situations that may result in the appearance of a conflict and to disclose those situations, conflicts or potential conflicts to (i) the contractor’s school supervisor (ii) the Executive Director (iii) the Chair of the Board or (iv) other designated person, as appropriate (e.g., the project coordinator).

ArtSpace Charter School maintains an “open door” policy to communicate possible violations of any ArtSpace Charter School policy. All communications of this nature will be kept in strictest confidence and will be investigated by the board thoroughly and fairly. Please see ArtSpace Charter School Whistleblower Protections Policy 7.03 for the reporting procedure.

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Independent Contractor Conflict of Interest Disclosure Form

Name: ___________________________________________ Date: __________

Position (independent contractor): ________________________________

Please describe below any relationships, transactions, positions you hold (W-9 contractor), or circumstances that you believe could contribute to a conflict of interest between ArtSpace Charter School and your personal interests, financial or otherwise:

_____ I have no conflict of interest to report
_____ I have the following conflict of interest to report (please specify other nonprofit and for-profit boards you (and your spouse) sit on, any for-profit businesses for which you or an immediate family member are an officer or a majority shareholder, and the name of your employer and any businesses you or a family member own):

1. ________________________________
2. ________________________________
3. ________________________________

I hereby certify that the information set forth above is true and complete to the best of my knowledge. I have reviewed, and agree to abide by, the Independent Contractor Conflict of Interest Policy of ArtSpace Charter School.

Signature: ___________________________ Date: __________

Verification/Action Taken/Date ___________________________ Date __________
P.A.C.E. Board Chair/Director Signature ___________________________ Date __________

Policy Approved by the ArtSpace Charter School PACE Board on ________________.