Seaside School, Inc

The Seaside School Board Meeting

Published on August 19, 2026 at 10:33 AM CDT
Amended on August 20, 2026 at 9:04 AM CDT

Date and Time

Thursday August 20, 2026 at 5:30 PM CDT

Location

Seacoast Collegiate High School
109 Greenway Trail
Santa Rosa Beach, FL 32459

Founded in 1996
Serving Students in Grades 5 - 12

We seek to sustain an educational community where an emphasis on academic excellence is complemented by our concern for each learner's personal growth and intellectual, aesthetic, and psychological development. The curriculum is developmentally responsive – actively engaging students in learning skills in context, integrative – directing students to connect learning to daily lives, and exploratory – enabling students to discover their abilities, interests, learning styles, and ways that they can make contributions to society.

Information on procedures for public comment can be found at https://www.seasideschools.net/about/governance

If anyone needs special assistance to participate in the public input session, every effort will be made to provide an appropriate accommodation. When requesting accommodations for public input, please allow no less than 1 business day notice prior to the scheduled meeting.

Specific issues about a particular student should only be addressed to the school's Director of Student Services, rather than the Board of Directors.

All public comments will be taken under advisement by the Board, but will not elicit a written or spoken response. The names of persons providing public comment and a brief summary of topics or input will be included in the meeting minutes published. A response will be provided to the stakeholder within seven (7) days.

If a person decides to appeal any decision made by this body with respect to any matter considered at this meeting or hearing, he or she will need a record of the proceedings and, for such purpose, he or she may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:30 PM**
A.	Record Attendance		Melissa Willcox	1 m
B.	Call the Meeting to Order		Andrew Jordan	
C.	Approve Minutes	Approve Minutes	Andrew Jordan	1 m
	Approve minutes for The Seaside School Board Meeting on June 25, 2026			
D.	Consent Items	Vote	Andrew Jordan	5 m

Seaside Neighborhood School

Eric GIllis - SNS Assistant Principal
Jacob Ogle - SNS PE Aide
Mandy Evans - SNS Art Teacher

Seacoast Collegiate High School

Hannah Stahl - SCHS Front Office Admin
Katrina Sundstrum - SCHS Part-time Science Teacher

		Purpose	Presenter	Time
II.	**Academic Excellence**			**5:37 PM**
A.	Academic Excellence Update	Vote	Caitie Cerise	5 m

A. Voting Items:
https://docs.google.com/spreadsheets/d/1XuvZSyWdPB3ITEjYG3OwtMyd-CwVs1jgaHkiC-PLI34/edit?gid=614861339#gid=614861339

- Instructional Materials Breakdown - Various materials to support overarching curriculum objectives.

III.	**School Leadership Team**			**5:42 PM**
A.	Enrollment Scorecard	Discuss	Drew Ward	5 m
B.	High School Update	FYI	Drew Ward	10 m

- Staff and Student Welcome
- Academics
- Summer Internship
- Partnerships
- Safety and Activities
- Upcoming Events

C.	Middle School Update	FYI	Courtney Fail	10 m
IV.	**Development**			**6:07 PM**
A.	Development Update	FYI	Dana Hahn	5 m
V.	**Finance**			**6:12 PM**
A.	Finance Updates	Vote	Frank “Chip” Brown	10 m

- Financial update overview
- Approval of June financials

		Purpose	Presenter	Time
	• Approval of 26/27 budget			
VI.	**Foundation**			**6:22 PM**
A.	Seaside School Foundation Update	FYI	Callie Cox	10 m
VII.	**Governance**			**6:32 PM**
A.	Board Member Policies/Disclosures	FYI	Casey King	5 m
	1. Code of Ethics 2. Conflict of Interest Policy 3. Board Member Agreement			
B.	Annual review and Approval of Policies	Vote	Casey King	5 m
	1. Internet Safety Policy 2. AI Use Policy			
C.	General Governance Updates	FYI	Casey King	5 m
VIII.	**Other Business**			**6:47 PM**
A.	Buffkin Baker Review	FYI	Megan Harrison	10 m
B.	Board Member Documents (Board on Track)	Discuss	Andrew Jordan	5 m
IX.	**Closing Items**			**7:02 PM**
A.	Adjourn Meeting	Vote	Andrew Jordan	

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for The Seaside School Board Meeting on June 25, 2026

APPROVED

Seaside School, Inc

Minutes

The Seaside School Board Meeting

Date and Time
Thu Jun 25, 2026 at 5:30 PM

Location
Seacoast Collegiate High School

Founded in 1996
Serving Students in Grades 5 - 12

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Directors Present
A. Jordan, A. Weil, C. Cerise, C. King, D. Hahn (remote), J. Doris, J. Mathis, J. Ward, K. Sandoe, L. Branch, M. Harrison, R. Kauffman

Directors Absent
F. Brown, T. Brooks

Directors who arrived after the meeting opened
J. Ward, R. Kauffman

Guests Present
D. Ward, K. Mixson, M. Willcox, T. Peterson (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

A. Jordan called a meeting of the board of directors of Seaside School, Inc to order on Thursday Jun 25, 2026 at 5:40 PM.

C. Approve Minutes

M. Harrison made a motion to approve the minutes from The Seaside School Board Meeting on 04-16-26.
K. Sandoe seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Consent Items

M. Harrison made a motion to approve the following Teacher Hire Recommendations: Mrs. Krystal Reynolds (SNS Math Teacher) Mr. Reinaldo Ortiz Sanchez (SNS Spanish Teacher).

C. Cerise seconded the motion.
The board **VOTED** unanimously to approve the motion.
C. Cerise made a motion to approve the following Principal Hire Recommendation: Mrs. Courtney Fail (SNS Principal).
M. Harrison seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Academic Excellence

A. Executive Summary

K. Sandoe gave the following Academic Excellence report:
COMMITTEE REPORT: ACADEMIC PERFORMANCE OVERVIEW Key Updates
• The high school and middle school will highlight year-end summaries via a "traffic light" color-coded dashboard.
1. Every goal is either 'on-track' (green), 'watch' (yellow), or 'off-track' (red).
• The alignment between goals, intervention decisions, and outcomes is targeted and specific for watch and off-track trends. Ongoing Priorities
• Revisiting goals to ensure a balance between what's an academic stretch vs. realistic attainment. • Entrance preparation for 5th grade math and ELA
• 8th grade year-end proficiency
A. Jordan made a motion to approve these assets in consensus with the AE Committee's unanimous recommendation. • Reporteros Florida (Spanish) • Carl Hiaasen ecology series • AMSCO AP World History: Modern.
C. King seconded the motion.
The board **VOTED** unanimously to approve the motion.
R. Kauffman arrived at 5:49 PM.

III. School Leadership Team

A. High School Summary; Future Planning

D. Ward went over student data & discussed the following from the High School June Board report:

- Year-end PMR data vs. baseline

1. Proficiency targets
2. Intervention effectiveness

- Learning gains
- College & career readiness

1. SAT/ACT
2. CTE

- High school transition success (9th grade entrance planning, how results inform intervention investments, culture dynamics)
- Goal planning for FY26-27

J. Ward arrived at 6:00 PM.

B. Middle School Summary; Future Planning

K. Mixson discussed the following from the Middle School June board report:

- Year-end PMR data vs. baseline

1. Proficiency targets
2. Intervention effectiveness

- Learning gains
- Middle school transition success (5th grade entrance planning, how results inform intervention investments, culture dynamics, 8th grade high school readiness)
- Acceleration score
- Goal planning for FY26-27

IV. Finance

A. Finance Updates

J. Doris gave a financial update overview.
J. Ward made a motion to approve the April & May Financials.
A. Jordan seconded the motion.
The board **VOTED** unanimously to approve the motion.
R. Kauffman made a motion to pass the First Citizen's Bank and Trust Addendum.
J. Doris seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Governance

A. Governance Update

M. Harrison & A. Jordan discussed the hiring/firing freeze put into place earlier this year & whether it should be extended.
A. Jordan made a motion to let the hiring/firing freeze sunset as of June 30, 2026.
J. Doris seconded the motion.
The board **VOTED** unanimously to approve the motion.

VI. Other Business

A. Officer Selection

C. Cerise made a motion to approve the following officers on behalf of the Officer Selection Committee: Andy Jordan to continue as Chair Chip Brown to continue as Treasurer Kevin Sandoe to continue as Vice-Chair & Liz Branch nominated to be Secretary.
C. King seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Buffkin Baker Review

M. Harrison gave an update on the Executive Director search:

- First round of interviews will start soon
- Possible September timeline

A. Jordan thanked K. Mixson for her extraordinary work, time & everything she has done for the school.
Also, T. Brooks, R. Kauffman and J. Ward for all of their time and effort during their years of service on the board.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:40 PM.

Respectfully Submitted,
M. Willcox

Documents used during the meeting

- Recomendation to Hire - Krystal Reynolds 2026.pdf
- Krystal Reynolds Resume.pdf
- Recommendation to Hire - Reinaldo Ortiz 2026.pdf
- Reinaldo Sanchez Resume.pdf
- Recomendation to Hire - Courtney Fail.pdf
- Courtney Fail Resume.pdf
- Seacoast Collegiate High School June '26 Board Report.pdf
- Seaside Neighborhood School Board Report June 25, 2026.pdf
- Apr_26_SNS_Fin_Reports_Board_Pack.pdf
- May_26_SNS_Financial_Reports_Board_Pack.pdf

Coversheet

Consent Items

Section: I. Opening Items
Item: D. Consent Items
Purpose: Vote
Submitted by:
Related Material: Jacob Ogle Resume.docx
Eric Gillis Resume.pdf
Mandy Evans Resume.pdf
Katrina Sundstrum Resume.pdf
Hannah Stahl Resume.pdf

W. Jacob Ogle

Nashville, TN
615-428-0352 | jacobogle529@gmail.com

PROFESSIONAL SUMMARY

Motivated and detail-oriented sports professional with experience in **basketball operations, coaching, scouting, film breakdown, player development, budgeting, and team travel coordination**. Strong background in supporting collegiate and high school basketball programs through daily operations, opponent scouting, skill development, and administrative organization. Passionate about helping teams perform at a high level through preparation, leadership, and attention to detail.

EDUCATION

Lipscomb University
Bachelor of Science in Sport Management
Minor in Business

Relevant Coursework:
Sport Management, Legal Issues in Sport Management, Facilities and Event Management, Sport and Exercise Psychology, Sport Sociology, Introduction to Coaching

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COACHING & BASKETBALL OPERATIONS EXPERIENCE

Lipscomb University Women's Basketball

Director of Basketball Operations & Assistant Women's Basketball Coach
Starting May of 2023 (Current)

- Coordinated **all team and staff travel arrangements** for in-season and out-of-season activities.
- Managed and monitored the **program budget**, ensuring resources were allocated effectively for team operations.
- Conducted **opponent scouting** and prepared **film breakdowns** to support game preparation.

- Assisted with daily basketball operations, team logistics, and administrative support for the coaching staff.

Lipscomb University Women's Basketball

Student Manager | 2022–2023

- Prepared **advanced scouting reports** for upcoming opponents.
- Organized and coordinated **practice and game film** for pre-practice and post-practice review.
- Reviewed team and opponent statistics to assist with **in-game adjustments and preparation**.

Nashville Christian School

Assistant Middle School & High School Boys Basketball Coach | 2018–2019, 2020–2022

- Evaluated opponent film and contributed to **game scouting and preparation**.
- Assisted with implementation of **man-to-man and zone defensive systems**.
- Supported day-to-day gym operations and ensured facilities were maintained appropriately.

Nashville Christian School

Head Junior Varsity / Middle School Boys Basketball Coach | 2020–2022

- Led team development through instruction in **offensive and defensive concepts**.
- Managed **parent communication, travel coordination, and team logistics**.
- Helped oversee player growth through structured practices and competitive preparation.
- Worked as a **Skill Development Trainer** alongside Andrew Fleming.
- Directed **skill development programming** for both boys and girls basketball players, including **before-school and weekend training sessions**.

ADDITIONAL EXPERIENCE

YMCA of Chattanooga

Front Desk Associate | 2020

- Assisted members with account support, registration, and general customer service.
- Maintained accurate **membership and renewal records**.

Chattanooga Lookouts Baseball

Customer Service | 2019

- Provided customer service to suite guests during events.
- Handled food and beverage orders while ensuring a positive fan experience.
- Resolved guest concerns and supported operations within suite seating areas.

Brain Balance of Franklin

Special Needs Teacher | 2019

- Worked with children with behavioral and developmental challenges in a structured learning environment.
- Supported students through activities designed to improve focus, coordination, and real-world functioning skills.

PLAYING EXPERIENCE

Nashville Christian School Boys Basketball

Player | 2013–2017

- Member of **2 district championship teams**
- Member of **2 sectional tournament teams**
- Part of the school's **first state tournament team since 1981**

CORE SKILLS

- Basketball Operations
- Team Travel Coordination
- Budget Management
- Opponent Scouting
- Film Breakdown
- Practice Planning Support
- Player Development
- Team Logistics
- Game Preparation
- Leadership & Communication
- Administrative Support
- Relationship Building

REFERENCES

Lauren Sumski, Lipscomb University WBB: 901-626-3024 lsumski@lipscomb.edu

Dustin Patton, Donelson Christian Academy: 615-268-5222 dpatton@dcawildcats.org

Bryan Engle, Lipscomb University Associate AD: 615-878-5070 btengle@lipscomb.edu

ERIC GILLIS, M.ED

(850) 333-3039 | gilliseric@hotmail.com | Santa Rosa Beach, FL

EDUCATION

05/2024-12/2026
Keiser University
Doctor of Education in Educational Leadership

01/2022-07/2023
Waldorf College
Master of Education in Leadership

05/2012-05/2013
Liberty University
Master of Arts in Theological Studies

CERTIFICATIONS

- Educational Leadership
- English (5th-12th)
- Reading
- Literacy Coach

CORE LEADERSHIP COMPETENCIES

- Instructional Leadership
- Personnel Supervision
- Budget & Resource Management
- Teacher Recruitment & Hiring
- MTSS Leadership
- Student Achievement
- Data Analysis
- School Operations
- Strategic Planning
- School Safety
- Student Discipline
- Professional Development
- Community Engagement
- Stakeholder Communication
- Florida Education Law & Compliance
- Organizational Leadership

PROFESSIONAL SUMMARY

Educational leader, Army combat veteran, published author, business owner, and doctoral candidate with more than 15 years of leadership experience in K-12 education, curriculum and instruction, school operations, student services, personnel leadership, and organizational improvement. Proven record of improving academic achievement, strengthening school culture, increasing graduation rates, reducing disciplinary incidents, and leading data-driven school improvement initiatives. Experienced in personnel supervision, teacher recruitment, instructional leadership, stakeholder engagement, strategic planning, and operational management. Committed to developing high-performing schools where students, staff, and communities thrive.

EXPERIENCE

Dean of Students
Walton County School District (*08/2023 – Present)*

- Serves on the leadership team of a high-performing middle school serving more than 900 students and 80+ faculty and staff, supporting instructional leadership, school operations, student achievement, school safety, and organizational effectiveness.
- Contributes to Freeport Middle School maintaining an "A" school grade while supporting continuous growth in student achievement and state assessment performance.
- Leads school-wide behavior and intervention systems resulting in a 12.8% reduction in discipline referrals per student despite enrollment growth.
- Participates in staffing analysis, FTE-based personnel planning, teacher recruitment, interview committees, hiring recommendations, onboarding, and personnel support initiatives to support student enrollment growth and instructional needs.
- Collaborates with teachers, counselors, and fellow administrators to develop academic and behavioral support plans through MTSS and data-based problem-solving processes.
- Monitors attendance, behavior, and academic performance data to identify trends and implement strategic interventions.
- Facilitates parent conferences, student support meetings, and stakeholder communications to strengthen family engagement and student success.
- Supervises student discipline procedures while maintaining a safe, respectful, and orderly learning environment.
- Coordinates school-wide initiatives supporting positive school culture, student leadership development, and staff collaboration.
- Leads the school's military-connected student initiative, earning Florida Purple Star School Designation.

Curriculum Coordinator
Holmes District School Board (*08/2019 - 08/2023)*

- Provided instructional leadership that helped improve school performance from a borderline "D" rating to a consistent "B" school grade.

LEADERSHIP HIGHLIGHTS

• Member of the leadership team supporting a 900+ student, 80+ staff "A"-rated middle school.

• Contributed to three consecutive "A" school grades at Freeport Middle School.

• Reduced discipline referrals per student by 12.8% despite significant enrollment growth.

• Led initiatives resulting in Florida Purple Star School Designation.

• Improved school performance from a borderline "D" to a consistent "B" rating.

• Increased graduation rates from 75% to over 95%.

• Principal-level leadership experience in correctional education.

• Managed military resources and equipment valued at more than $10 million while serving in the Army.

• Published Author of *The Rebuilt Warrior*.

• Doctoral Candidate in Educational Leadership (Expected December 2026).

• Army Combat Veteran.

• Coached and supported instructional staff through classroom observations, professional development, data review cycles, and continuous improvement planning.

• Led curriculum alignment, assessment analysis, and instructional improvement initiatives across multiple content areas.

• Designed and implemented a comprehensive Multi-Tiered System of Supports (MTSS) framework ensuring targeted interventions for all students.

• Managed curriculum and instructional resource budgets, supporting textbook adoption, instructional materials purchases, extracurricular programing, and strategic allocation of funding resources.

• Served as athletic director, overseeing athletic program operations, budget planning, scheduling, and compliance with Florida High School Athletic Association (FHSAA) regulations.

• Increased graduation rates from 75% to over 95% through enhanced student monitoring, intervention systems, and expanded postsecondary opportunities.

• Collaborated with district leadership, faculty, families, and community stakeholders to improve student outcomes.

• Supported school improvement planning, progress monitoring, and accountability initiatives.

Principal/Education Supervisor

Florida Department of Corrections (*02/2015 - 08/2019)*

• Served as Principal of a correctional education program serving more than 300 adult learners.

• Supervised instructional personnel, support staff, and daily school operations while ensuring compliance with state and district requirements.

• Led hiring recommendations, personnel management, staff development, and performance oversight.

• Directed curriculum implementation, student performance monitoring, and school improvement initiatives.

• Developed Career and Technical Education pathways in welding, autobody, and computer technology aligned with workforce readiness goals.

• Achieved the highest graduation rate among correctional education facilities statewide.

• Managed program budgets, Federal and State funding compliance, reporting responsibilities, and stakeholder communications while overseeing Career and Technical Education (CTE), CAPE, Perkins, and IDEA-funded initiatives.

• Fostered a positive learning culture focused on accountability, workforce readiness, and student success.

Mandy Evans
251 Sunstone Lane #4102 Santa Rosa Beach, FL 32459
417-379-5308 | evans3mandy@gmail.com

Education

Lindenwood University, St. Charles, MO
Master of Arts, Teaching (2005, Cum Laude)

University of Central Missouri, Warrensburg, MO
Bachelor of Science, Photography (2001)

Teaching Experience

Magnet Innovation Center, Walton County, Florida

Digital Design 1,2,3, AP 2D Art, AP Drawing Educator & Journalism Advisor (January 2025-Present)

- Develop and deliver advanced curriculum for AP Art + Design and Digital Design courses aligned with College Board standards and Florida DOE framework**s**, fostering creativity and technical mastery.

- Expert in Adobe Creative Suite with proven success in teaching digital media workflows, design principles, and portfolio development.

- Cultivates a studio-based, project-driven learning environment that integrates STEAM and design thinking, encouraging innovation, critique, and professional presentation skills.

Ozark School District, Ozark, MO

Visual Arts & Digital Media Educator 9-12 (August 2018–May 2023)

- Developed and implemented new digital media, photography and graphic design courses, emphasizing career readiness.
- Designed rigorous, engaging lessons aligned with state and national standards.
- Fostered a collaborative, discovery-based learning environment to promote critical thinking and creativity.
- Served as an advisory teacher, guiding 10th-grade students on academic and career planning.

Visual Arts Educator, Sixth Grade (August 2006–2013)

- Taught foundational art techniques, fostering creativity and self-expression in students.
- Adapted curriculum to meet evolving standards and student needs.
- Served as a department leader, overseeing curriculum alignment and promoting interdisciplinary collaboration.

Ozark Technical Community College, Springfield, MO

Adjunct Faculty, Dual Credit Photography & Graphic Design (August 2022–May 2023)

- Taught high school students seeking college credit in photography and graphic design courses.
- Designed and implemented lessons incorporating industry-standard tools and techniques.
- Provided mentorship and support to students transitioning to collegiate-level expectations.

LAUNCH (Virtual Academy), Springfield, MO

Adjunct Virtual Teacher, Visual Arts (6-8) (August 2020–December 2022)

- Delivered a comprehensive visual arts curriculum in a fully virtual environment.
- Engaged students with multimedia-rich lessons and individualized support.
- Successfully navigated and resolved technical challenges in online teaching.

Wentzville School District, Wentzville, MO

Visual Arts Teacher K-5, 9-12 (August 2002–June 2006)

- Designed and implemented differentiated lessons for diverse age groups, fostering artistic growth and engagement.
- Integrated technology and multimedia into classroom instruction.
- Encouraged creativity and innovation in students through project-based learning.

Professional Skills

- **Curriculum Development:** Design and implementation of expectations and standards-aligned curriculum for visual arts and digital media.
- **Student Engagement:** Fostering a culture of creativity, collaboration, critical thinking and problem solving.
- **Technology Integration:** Proficient in Adobe Creative Suite, Canva, and multimedia tools to enhance classroom instruction.

- **Mentorship:** Guiding students in academic and career planning, providing individualized support and coaching. Supervising teacher for prospective teachers through student teaching and practicum experiences.
- **Collaboration:** Strong ability to work with colleagues, parents, and administrators to support student success.

Certifications & Professional Development

- Florida Teaching Certifications
    - Visual Art K-12
    - Marketing 6-12
    - Business 6-12
- Missouri Lifetime Teaching Certifications
    - Visual Arts
    - K-12Marketing Education 9-12
    - Early Childhood Education Birth-3
- Adobe Certified Instructor & Campus Leader
- Adobe Visual Design Specialist
- Adobe Video Design Specialist

Leadership & Committees

- Related Arts Department Leader, Ozark School District (2007–2013)
- Visual Arts Representative, Internet-Based Learning Pilot Program (2019–2020)
- Member, Ozark High School Guiding Coalition (2021–2022)
- Digital & Creative Media Academy Planner, Ozark Innovation Center (2018–2022)
- Interview Committee, Magnet Innovation Center (2026)
- Visual Arts Department Director/Digital Digital Design Director, Magnet Innovation Center (2025-2026)

KATRINA SUNDSTRUM

katrinapeck@gmail.com
(850)353-1813
Freeport, FL 32439

PROFESSIONAL SUMMARY

Dedicated English Language Arts educator with experience teaching high school English and Intensive Reading, committed to academic excellence and whole-student development. Skilled in designing rigorous, developmentally responsive instruction that integrates critical reading, analytical writing, and student-centered inquiry. Adept at supporting diverse learners through purposeful scaffolding while maintaining high expectations for accountability, independence, and scholarship. Recognized for building strong relationships, contributing positively to school culture, and preparing students for advanced coursework and postsecondary success.

SKILLS

- Strong classroom management skills
- Adapting to different learning styles
- Proficient in educational technology and learning management systems
- Excellent communication and interpersonal skills
- Ability to collaborate effectively with colleagues and stakeholders
- Commitment to ongoing professional development

EXPERIENCE

REALTOR | 05/2025 to Current
Realty ONE Group Emerald Coast - **Destin**, **Florida**

- Developed marketing strategies to promote listed properties effectively.
- Negotiated purchase agreements between buyers and sellers.
- Managed client relationships to ensure satisfaction and repeat business.
- Researched local market trends to advise clients on pricing strategies.
- Prepared documents such as purchase agreements, deeds, leases and other legal documents related to real estate transactions.
- Maintained current knowledge of laws governing real estate transactions in order comply with regulations.
- Advised clients on market trends and local real estate conditions, helping them make informed decisions.

INSTRUCTOR | 01/2022 to 05/2024
Walton High School

- Promoted skill development in reading, writing, speaking, and listening through various instructional methods tailored to individual needs.
- Adapted lesson plans to accommodate different learning styles and abilities within the classroom setting for optimal comprehension of the material covered.
- Improved classroom engagement by implementing interactive teaching techniques and hands-on learning experiences.
- Assessed student learning progress through a variety of formative and summative assessments, providing constructive feedback to students, and collaborating with parents and guardians as needed.
- Increased average student performance on standardized reading comprehension tests by 15% through targeted instructional strategies and individualized support, exceeding district-wide benchmarks.
- Fostered a positive and inclusive classroom environment conducive to learning, respect, and intellectual curiosity, promoting student engagement, and academic success.
- Participated actively in faculty meetings, professional development workshops, and curriculum planning sessions to continuously improve teaching strategies and curriculum alignment.

OUTBOUND CARGO SPECIALIST | 02/2015 to 10/2017
United States Air Force, USAF

- Safely and efficiently loaded, unloaded, and secured military equipment, vehicles, and supplies onto trucks, ships, and aircraft, ensuring adherence to strict safety protocols and operational procedures.
- Coordinated with logistics personnel to prioritize outbound cargo movements and ensure timely departure and delivery to designated military installations and operational areas.
- Achieved 100% accuracy in documentation and manifest preparation for over 500 outbound cargo shipments, ensuring compliance with military regulations and facilitating smooth logistics operations.
- Operated and maintained various types of cargo handling equipment, such as forklifts, pallet jacks, and cranes, to support loading and unloading operations.
- Prepared shipping documents, bills of lading, and customs declarations with precision and efficiency to expedite the movement of cargo through military and civilian transportation networks.
- Collaborated closely with military personnel, civilian contractors, and logistics specialists to resolve logistical challenges and ensure seamless coordination of cargo operations.
- Responded promptly and effectively to emergency situations, including adverse weather conditions and mechanical failures, to minimize disruption and ensure mission readiness.

EDUCATION

Florida State University - **Tallahassee**, **FL**
Master of Science
English Education, **Expected in 06/2026**

University of Arizona Global Campus - **Chandler, AZ**
Bachelor of Arts
English, **09/2021**

- cum laude graduate
- 3.7 GPA

CERTIFICATIONS & LICENSES

Temporary Teaching Certificate for Grades 5-9 and 6-12 English



HANNAH STAHL

270-784-3917

Hannahmccalls2@gmail.com

Education

Western Kentucky University
Bowling Green, Ky
2010-2012

Regina Webb Acdemy
Cosmetology/Esthetician
2011-2012

The CE Shop/Real Estate

Skills

Bookkeeping
Time Management
Customer Service
Effective communication
Quickbooks,
Gusto, ADP
Highly Organized
Fast Paced
Multi tasking
Canva

Profile

Dedicated and detail-oriented administrative professional with experience providing exceptional front office support in a fast-paced school environment

Work Experience

2025 - Present

Magnet Innovation Center
School Secretary

- Maintain student records and supplies as shall be required
- Receive and route all incoming calls
- Assist teachers in preparing instructional materials
- Respond to general inquiries from parents, students, and staff

2023 - 2025

Hilliard CPA Group
Bookkeeping/Office Manager

- Preparing and processing the payroll for 12 companies weekly
- Supporting the preparation of tax returns
- Prepare financial statements and reports
- Maintain office-wide calendars and assist with events
- Answer and manage calls, coordinate client schedules

2023 - 2024

PRIME IV Hyrdation & Wellness
Owner

- Oversee all day to day activities
- Oversee payroll, bill pay, product & supply ordering
- Develop marketing strategies
- Identify business opportunities

2020 - 2022

RAD Accessories
Sales/Marketing

- Created and managed promotional material to increase product visibility and brand awareness
- Developed and maintained relationships with key customers in order to maximize sales
- Used networking opportunities to create successful, ongoing customer relationships
- Responded to customer inquiries quickly and professionally to maintain customer satisfaction

2012 - 2020

Tanglez Hair Studio/The Mane Salon
Cosmetologist

- Provide personalized service that exceeds expectations
- Improve client retention and positive reviews
- Be knowledgeable about beauty products and trends
- Interact with clients and colleagues in a professional manner

Coversheet

Enrollment Scorecard

Section: III. School Leadership Team
Item: A. Enrollment Scorecard
Purpose: Discuss
Submitted by:
Related Material: Seaside Student Enrollment Scoreboard - 2026-2027.pdf

2026-2027 Student Enrollment Scoreboard

*Be sure not to double count your Lottery applicants (general population) and Lottery applicants (Preferences)

Lottery Date Through First Day of School Tracking														
Grade	**5th**	**6th**	**7th**	**8th**	**9th**	**10th**	**11th**	**12th**	**Total**					
Total Grade Level Goal	50	50	50	48	130	125	120	90	**663**					
Intent to Return	0	49	50	45	34	110	104	78	**470**					
Total Application Received	176	89	54	37	169	28	27	7	**587**					
Applications received after 2/28	8	11	11	7	13	21	34	10	**115**					
Application Goal #	100	20	20	20	200	50	50	25	**485**					
Away from application goal	-84	-80	-45	-24	18	1	-11	8	**-217**					
Declined Spot	5	1	0	1	73	34	46	7	**144**					
Accepted Enrollment Spots	51	1	1	1	98	15	14	10	**185**					
Total Enrolled	51	50	51	46	132	120	118	88	**656**					
Withdraws (After August 11th)	n/a	n/a	n/a	n/a	3	5	n/a	n/a	**8**	(Click Here)				
Number from the enrollment goal	-1	0	-1	2	-2	5	2	2	7					
Waitlisted Preference	0	8	4	5	0	0	0	0	17					
*Current Waitlist	129	100	64	42	10	0	0	0	**345**	215 in 2022/23	375 in 24/25	373 in 25/26		
*Waitlist goal for grade should be at least 50% of the Total Grade Level Goal									last updated 8/19/26					

Coversheet

High School Update

Section: III. School Leadership Team
Item: B. High School Update
Purpose: FYI
Submitted by:
Related Material: Seacoast Collegiate High August 2026 Board Report.pdf

Seacoast Collegiate High School
Board Report August 2026

Staff and Student Welcome

Seacoast Collegiate High School has had a strong and productive start to the 2026–2027 school year. Staff returned on August 3 for preplanning. Teachers reviewed student data, collaborated within Professional Learning Communities (PLCs), and prepared instructional plans and supports for the school year. We extend our appreciation to Black Bear and Taco Bar for generously providing meals during preplanning!

On Thursday, August 6, our Compass Crew led Freshman Orientation for ninth-grade students. Students participated in team-building activities and learned campus norms, expectations, and available supports. Thank you to Catherine Limekiller for spearheading this successful second annual event. Students who registered also enjoyed a trip to Big Kahuna's on Friday, August 7.

For our upperclassmen, we held the first Senior Boot Camp of the year on August 1, followed by a Junior Boot Camp on August 4. These events welcomed students back and addressed questions related to the upcoming academic year and college coursework. Our annual Senior Sunrise was held on Sunday, August 9, providing seniors an opportunity to celebrate the beginning of their final year together.

This week, our 11th- and 12th-grade students began classes, bringing all Seacoast students back into active instruction. We are pleased to see an increase in students taking courses on the Northwest Florida State College–South Walton campus. Students received textbooks this week and were able to pick up their Device4Life computers the previous week.

Academics and Student Supports

Academic baseline assessments are underway. PM1 for English Language Arts was administered Tuesday, August 18, and STAR Math will be administered Friday. These assessments, combined with prior-year performance data and diagnostic screening results, will help teachers identify student needs early and ensure appropriate academic interventions, enrichment, and supports are in place.

Teachers are using the preplanning data review process and PLC collaboration to align instruction with student needs and monitor progress throughout the year.

Summer Aerospace and Robotics Internship

This summer, Seacoast Collegiate High School partnered with MERIT Education to provide six students with a six-week paid internship in aerospace and robotics. Through MERIT Education, students were connected with MIRA Connects as the real-world experience placement partner

and Ecliptic Enterprises as the aerospace industry partner. The work supported a flight-program initiative ultimately intended for a defense-sector end customer.

The internship gave students an opportunity to apply skills developed through school-year certifications, including Microsoft Azure AI-900, Responsive Web Design, and MCAD/ECAD proficiency using Autodesk Fusion. Because students entered the program with these credentials, they were able to engage immediately in applied engineering work rather than spending significant time in introductory training.

Students designed and refined multiple functional prototype variants of a flight-payload redesign; emulated system behavior; validated core performance characteristics; and integrated mechanical design, electronic design, and AI-enabled digital workflows. Their proof-of-concept work is under consideration for possible influence on flight-hardware integration this fall.

This program demonstrates the value of maintaining and expanding certification pathways at Seacoast. Continued access to credentials such as Azure AI-900, Responsive Web Design, and Autodesk Fusion will help prepare future students for high-level internships and direct industry engagement.

Northwest Florida State College
Principal Ward joined President Ponder, the NWFSC team, and community leaders for an initial planning call focused on developing a hospitality management program for the South Walton campus. The meeting marked a strong start to the collaboration, and the group looks forward to continuing the discussion next month.

Safety and Activities
Our safety teams have conducted required drills, and teachers have reviewed state-mandated safety protocols with students. Both campuses will complete the Florida Safe Schools Assessment Tool (FSSAT) before September 1.

Athletics are also underway. Golf, cross country, and swimming have completed tryouts. Cross country participated in its first preseason event last Saturday in Fort Walton Beach. Athletic schedules are expected to be finalized and posted to the school website by next week.

This summer, Ms. Abbie Lee held tryouts for *Mamma Mia!* The cast has been set and we are looking forward to a fun show in the Spring.

Upcoming Events

- August 21: Junior College Planning Seminar #1 — *Launching Junior Year: How College Admissions Really Works*

- August 27: Open House for ninth- and tenth-grade families, providing parents an opportunity to walk their student's schedule.
- August 28: First Lunch at the Coast (LATC) event. The theme will be a Club Fair.
- September 3: Senior Parent College Application Meeting in Rooms 119/120 at 3:30 p.m. and 5:00 p.m.
    - The Senior Parent College Application Meeting will cover the college application and submission process, deadlines and timelines, writing effective essays, required documentation, financial aid and scholarships, and building a balanced college list. Families will also have an opportunity to ask questions and learn ways to support their seniors throughout the college application process.

Coversheet

Middle School Update

Section: III. School Leadership Team
Item: C. Middle School Update
Purpose: FYI
Submitted by:
Related Material: August 2026 SNS C. Fail Board Report.pdf

Seaside Neighborhood School
Principal's Board Report
August 2026

Principal's Snapshot

The 2026–2027 school year is off to a wonderful start. During preplanning, I was encouraged to see our returning staff warmly welcome and support our new team members. There was a great deal of positive energy as we prepared for the year ahead.

During the first two days of school, students were welcomed into their Houses, creating an intentional opportunity to build community. I was especially proud to see returning students welcome our new students in grades 6–8. Several students even reached out to new classmates before the school year began. In a small school community, that initial transition can be challenging, and our students demonstrated the kind of culture we want to continue building at Seaside.

Our focus during these first weeks has been building relationships, establishing consistent routines, and creating a strong foundation for learning.

By the Numbers August

Enrollment	Attendance	New Students
198	**99%**	**54**

- **Theater:** 29 students registered for *The Lion King* auditions — nearly **15% of our student body**
- **Athletics:** 31 in cross country and 19 in volleyball

Academics, Instruction & Professional Learning

Our opening instructional focus is **building strong foundations for student success**.

- Establishing classroom routines and expectations
- Building strong student-teacher relationships
- Reviewing beginning-of-year academic data
- Identifying students needing additional support
- Conducting classroom walkthroughs and providing feedback

Professional Learning Communities (PLC)

Our new PLC structure launched this month with teachers collaborating by content area.

August Focus: Building Relationships & Instructional Foundations

Teachers are developing individual action steps while collaborating around common instructional practices. Future PLCs will focus on **student engagement and pacing, differentiation, MTSS, assessment, student ownership, and growth.**

Staff Development

Our New Teacher Mentor Program is supporting new teachers as they transition into the Seaside community, while returning staff continue to collaborate and strengthen schoolwide practices.

Student Experience

Our focus is on supporting the whole student—academically, socially, and through opportunities to **connect, compete, create, and lead**.

Student Support & Gifted Education

As we learn more about our students, we are beginning to identify academic, behavioral, and social-emotional needs. MTSS and intervention needs will continue to be reviewed as beginning-of-year data becomes available.

Identified gifted students meet weekly during lunch with WCSD Gifted Liaison Mrs. Heather O'Toole for enrichment, collaboration, and higher-level learning aligned with their EPs. This allows students to receive gifted services without missing core instruction.

Athletics & Activities

Cross Country and Volleyball have started, providing opportunities for teamwork, perseverance, leadership, and school pride. (31 students in cross country and 19 participating in volleyball)

Auditions for **The Lion King** are being held this week, with 29 students registered—nearly 15% of our student body.

School Culture, Climate & Community

Students begin each day in **Advisory**, providing an opportunity to connect with peers, build relationships with a trusted adult, and develop interpersonal and life skills.

Our **House system** focuses on celebration, school spirit, and friendly competition. This year, we also introduced a **House Leader Advisory group**, bringing House leaders, teachers, and students together each week to develop leadership skills and strengthen the House program.

The Seaside Way

Our schoolwide expectations provide a common language for students and staff:

Support • Exploration • Accountability • Scholarship • Independence • Dreams • Effort

Communication with families has also been a priority during the opening weeks, particularly regarding arrival, dismissal, transportation, school routines, and upcoming events. We appreciate the patience, flexibility, and feedback from families as we continue refining our opening-of-year systems.

Operations & Safety

Transportation & Dismissal

The ongoing bus driver shortage has created afternoon transportation challenges, with approximately **75 students currently riding afternoon buses**.

We are utilizing the school van to reduce bus capacity and will continue monitoring ridership as athletics and after-school activities get underway.

Celebrations & Early Wins

- Strong transition into the new school year
- Returning students welcoming new students
- Positive staff collaboration during preplanning
- New PLC structure underway
- Advisory and Houses successfully launched
- Cross Country and Volleyball underway
- 29 students participating in *The Lion King* auditions

Principal's Priority

Building a Strong Foundation

As we celebrate 30 years of Seaside, my priority is to honor the strong foundation that already exists while thoughtfully building for the future.

Our goal is to create a school where students feel **known, challenged, supported, and excited to learn**.

Looking Ahead: September

1. Analyze beginning-of-year assessment data.
2. Identify and monitor students needing additional academic support.
3. Continue classroom walkthroughs and instructional feedback.
4. Focus PLC work on **Student Engagement & Pacing**.
5. Strengthen MTSS processes.
6. Monitor transportation and dismissal.
7. Build momentum around our schoolwide initiatives.
8. Continue developing student leadership, athletics, and extracurricular opportunities.

2026–2027 Schoolwide Initiatives

Celebrating 30 Years of Excellence

Three initiatives will guide our work this year:

- **30 Book Goal:** 30 Years. 30 Books. Building a culture of reading.
- **Create More. Consume Less.:** Using technology intentionally to create, collaborate, communicate, and think critically.
- **Leave It Better:** Making our school, relationships, and ourselves better through everyday actions.

Readers. Creators. Leaders.

Coversheet

Finance Updates

Section: V. Finance
Item: A. Finance Updates
Purpose: Vote
Submitted by:
Related Material: Jun_26_SNS_Financial_Reports_Board_Pack.pdf
Jul_26_SNS_Financial_Reports_-_Balance_Sheet_Only.pdf
Notes from Lily Meadows of SFS April Board Meeting.docx
FY27 Seaside School Budget 5Yr 08.19.26 Summary.pdf

The Seaside School, Inc
Executive Summary
June 30, 2026

SCHOOL

Cash In Bank	Beginning Balance July 1, 2025	Current Balance June 30, 2026	Projected Ending Balance June 30, 2026
Operating/Sweep/First Citizens	$ 404,214.59	$ 1,324,932.34	
Internal/Athletic	$ 89,031.96	$ 76,061.99	
Investment	$ -	$ 765,879.53	
SVB	$ 5,701.57	$ 3,500.81	
	$ 498,948.12	**$ 2,170,374.67**	**$ 2,170,374.67**

Loan Balance Life to Date

Fiscal 2024	$ 538,289.25
Fiscal 2025	$ 15,769,193.09
Fiscal 2026	$ 9,516,691.13
	$ 25,824,173.47

Current Year Revenues & Expenses Summary with Projections

Enrollment	582 FTE Accrual	582 FTE		
Revenues	**Year to Date**	**Budget**	**Projected Year End**	**Variance from Budget**
FEFP - Walton County	$ 6,677,250	$ 6,322,141	$ 6,677,250	$ 355,109
Capital Outlay / LCIR	$ 2,126,221	$ 2,110,074	$ 2,126,221	$ 16,147
Misc State Funds	$ 220,783	$ 210,000	$ 220,783	$ 10,783
Misc Local	$ 167,473	$ -	$ 167,473	$ 167,473
Foundation	$ 300,000	$ 468,000	$ 300,000	$ (168,000)
Internal	$ 303,559	$ 160,000	$ 303,559	$ 143,559
General Appropriation	$ 750,000	$ -	$ 750,000	$ 750,000
Triump Grant - DBW	$ 778,433	$ 1,079,893	$ 778,433	$ (301,460)
Debt/Construction	$ 9,516,776	$ -	$ 9,516,776	$ 9,516,776
	$ 20,840,496	**$ 10,350,108**	**$ 20,840,496**	**$ 10,490,388**
Expenses				
Salaries/Benefits	$ 6,012,759	$ 5,766,697	$ 6,012,759	$ 246,063
Prof Services & Subscriptions	$ 1,238,733	$ 1,027,019	$ 1,238,733	$ 211,714
Supplies	$ 380,260	$ 379,555	$ 380,260	$ 705
Furniture, Fixtures & Equip	$ 248,400	$ 260,250	$ 248,400	$ (11,850)
Internal	$ 424,297	$ 236,500	$ 424,297	$ 187,797
Facility Cost inc Leases	$ 1,657,905	$ 836,721	$ 1,657,905	$ 821,184
General Appropriation	$ -	$ -	$ -	$ -
Debt/Construction	$ 9,564,378	$ 1,377,017	$ 9,564,378	$ 8,187,360
Contingency	$ -	$ 188,074	$ -	$ (188,074)
	$ 19,526,732	**$ 10,071,833**	**$ 19,526,732**	**$ 9,454,899**
Excess (Deficiency) Revenues Over Expenses	**$ 1,313,763**	**$ 278,275**	**$ 1,313,763**	**$ 1,035,488**

$ 1,142,414	Prior Years Cummulative Surplus / (Deficit)
$ 1,313,763	YTD Surplus / (Deficit)
$ 2,456,177	**Total Combined Fund Balance**

FOUNDATION

Cash In Bank	Beginning Balance July 1, 2025	Ending Balance June 30, 2026	Projected Ending Balance June 30, 2025
Truist - Checking/MM	$ 133,487.27	$ 98,824.62	-
SVB - Capital Camp	$ 511,546.23	$ 936,982.31	-
1st Citizens Bank	$ 452,772.00	$ 91,508.77	-
Truist - Investment	$ 1,410,087.97	$ 1,510,779.16	-
	$ 2,507,893.47	$ 2,638,094.86	**$ 2,638,094.86**

Loan Requirements

Combined w/ Foundation

	Actual/Current	Projected	
	June 30, 2026	December 31, 2025	June 30, 2026
Cash on Hand	136	96	136
		45 DAYS at Dec 31	60 DAYS at Jun 30

The Seaside School, Inc
Balance Sheet by Fund
June 30, 2026

	Operating	Triumph Grant	Capital Outlay	Debt Service	Internal	Total
Assets and Other Debits						
Cash - Operating - Regions	-	-	-	-	-	**-**
Cash - Checking & Savings - First Citizens	1,324,932					**1,324,932**
Cash - Investment - First Citizens	765,880					**765,880**
Cash - Internal - Truist	-	-	-	-	9,908	**9,908**
Cash - Internal - Regions	-	-	-	-	66,154	**66,154**
Cash - SVB	-	-	-	3,501	-	**3,501**
Petty Cash	100	-	-	-	-	**100**
Accounts Receivable - FEFP	-	-	-	-	-	**-**
Accounts Receivable - Capital Outlay	-	-	37,106	-	-	**37,106**
Accounts Receivable - Triumph - DBW	-	796,380	-	-	-	**796,380**
Accounts Receivable - Other	-					**-**
Due from Foundation	-	-	-	-	-	**-**
Prepaid Expenses	182,961	-	-	-	-	**182,961**
Due from Other Funds	1,394,478	-	870,632	133,479	-	**2,398,589**
				-		
Total Assets and Other Debits	3,668,350	796,380	907,739	136,980	76,062	**5,585,512**
Liabilities, Fund Equity, and Other Credits						
Liabilities:						
Accrued Payroll Liabilities	327,411	-	-	-	-	**327,411**
Accounts Payable	284,926	731	98,102	-	11,360	**395,118**
Deferred Revenue - FEFP	-	-	-	-	-	**-**
Note Payable	-	-	-	-	-	**-**
Due to Foundation	8,216	-	-	-	-	**8,216**
Due to Other Funds	1,004,112	795,649	-	-	598,828	**2,398,589**
Total Liabilities	1,624,664	796,380	98,102	-	610,188	**3,129,334**
Fund Equity and Other Credits						
Fund Balance	1,921,686	-	541,134	(1,022,155)	(298,251)	**1,142,414**
Excess (Deficiency) of Revenues - YTD	122,000	-	268,503	1,159,136	(235,875)	**1,313,763**
Total Fund Equity and Other Credits	2,043,686	-	809,636	136,980	(534,126)	**2,456,177**
Total Liabilities Fund Equity and Other Credits	3,668,350	796,380	907,739	136,980	76,062	**5,585,512**

The Seaside School, Inc
Revenues, Expenses, & Excess or Deficiency
Summary by Fund
Month and Year-to-Date Ending June 30, 2026

	Operating	Triumph Grant	Capital Outlay	Debt	Internal	Total	Annual Budget	Balance Remaining	% Remaining
Revenues									
State									
FEFP - Walton County	6,604,353					6,604,353	6,251,732	(352,621)	-6%
FEFP - Restricted to Capital Outlay	72,898	-	-	-	-	72,898	70,409	(2,488)	-4%
Industry Certification Funding	102,371	-	-	-	-	102,371	150,000	47,629	32%
Advance Placement Funding	69,530	-	-	-	-	69,530	60,000	(9,530)	-16%
School Recognition Funds	41,133	-	-	-	-	41,133	-	(41,133)	-
Charter School Capital Outlay	-	-	386,410	-	-	386,410	360,840	(25,570)	-7%
Local Capital Improvement	-	-	1,739,811	-	-	1,739,811	1,749,234	9,423	1%
General Appropriation			750,000			750,000			
Misc State Revenue	-	-	-	-	-	-	-	-	-
Refunds of Prior Year's Expenditures	6,309	-	-	-	-	6,309	-	(6,309)	-
Local						-			
Interest Income	22,064	-	-	-	-	22,064	-	(22,064)	-
Misc Local Revenue	139,100	-	-	-	-	139,100	-	(139,100)	-
Transfer In Kind Facility Lease	-	-	-	-	-	-	168,000	168,000	100%
Transfer from Foundation - General Revenue	300,000	-	-	-	-	300,000	300,000	-	0%
Grant(s)						-			
Triumph Grant		778,433	-	-	-	778,433	1,079,893	301,460	28%
Title II	7,749					7,749	-	(7,749)	-
Debt/Construction						-			
Proceeds from Long Term Debt	-	-	-	9,516,691	-	9,516,691	-	(9,516,691)	-
Interest Income	-			85		85			
Internal						-			
School Lunch Revenue	-	-	-	-	19,782	19,782	20,000	218	1%
Field Trip Revenue	-	-	-	-	99,174	99,174	115,000	15,826	14%
Athletics Revenue	-	-	-	-	65,611	65,611	25,000	(40,611)	-162%
Student Activites	-	-	-	-	118,993	118,993	-	(118,993)	-
Total Revenues	**7,365,506**	**778,433**	**2,876,221**	**9,516,776**	**303,559**	**20,840,496**	**10,350,108**	**(9,740,302)**	**-94%**
Expenses									
5100 - Instruction	3,983,747	628,818	159,312	-	-	4,771,877	4,471,536	(300,341)	-7%
5200 - Exceptional Instruction	233,180	-	-	-	-	233,180	230,982	(2,198)	-1%
6100 - Student Personnel Services	468,466	-	-	-	-	468,466	444,738	(23,728)	-5%
6300 - Curriculum Development	31,366	-	-	-	-	31,366	17,500	(13,866)	-79%
6400 - Instructional Staff Training Services	84,654	5,985	-	-	-	90,639	68,500	(22,139)	-32%
6500 - Instructional-Related Technology	105,365	-	-	-	-	105,365	65,000	(40,365)	-62%
7100 - Board Administration	259,629	11,000	-	-	-	270,629	301,074	30,445	10%
7200 - General Administration	56,174	-	-	-	-	56,174	53,019	(3,154)	-6%
7300 - School Administration	1,450,318	132,630	-	-	-	1,582,948	1,561,749	(21,199)	-1%
7400 - Capital Outlay Exp & Construction	-	-	169,309	8,357,641	-	8,526,949	196,713	(8,330,236)	-4235%
7500 - Fiscal Services	95,000	-	-	-	-	95,000	97,500	2,500	3%
7800 - Student Transportation Services	93,424	-	-	-	-	93,424	81,850	(11,573)	-14%
7900 - Operation of Plant	382,183	-	254,155	-	-	636,338	628,749	(7,589)	-1%
8100 - Maintenance of Plant	-	-	818,206	-	-	818,206	75,000	(743,206)	-991%
9100 - Internal Activity	-	-	-	-	539,434	539,434	382,501	(156,933)	-41%
9200 - Debt Service	-	-	1,206,737	-	-	1,206,737	1,377,017	170,280	12%
Buyback	-	-	-	-	-	-	18,404	18,404	100%
Total Expenses	**7,243,506**	**778,433**	**2,607,718**	**8,357,641**	**539,434**	**19,526,732**	**10,071,833**	**(9,454,899)**	**-94%**
Excess (Deficiency) Revenues Over Expenses	**122,000**	**-**	**268,503**	**1,159,136**	**(235,875)**	**1,313,763**	**278,275**		

The Seaside School, Inc
Balance Sheet by Fund
July 31, 2026

	Operating	Triumph Grant	Capital Outlay	Debt Service	Internal	Total
Assets and Other Debits						
Cash - Checking & Savings - First Citizens	900,575					**900,575**
Cash - Investment - First Citizens	765,880					**765,880**
Cash - Internal - Truist	-	-	-	-	9,908	**9,908**
Cash - Internal - Regions	-	-	-	-	73,170	**73,170**
Cash - SVB	-	-	-	3,501	-	**3,501**
Petty Cash	100	-	-	-	-	**100**
Accounts Receivable - FEFP	77,970	-	-	-	-	**77,970**
Accounts Receivable - Capital Outlay / LCIR	-	-	248,851	-	-	**248,851**
Accounts Receivable - Triumph - DBW	-	803,713	-	-	-	**803,713**
Accounts Receivable - Other	-					**-**
Due from Foundation	9,171	-	-	-	-	**9,171**
Prepaid Expenses	123,256	-	-	-	-	**123,256**
Due from Other Funds	1,406,019	-	743,807	133,479	-	**2,283,306**
				-		
Total Assets and Other Debits	3,282,971	803,713	992,658	136,981	83,078	**5,299,401**
Liabilities, Fund Equity, and Other Credits						
Liabilities:						
Accrued Payroll Liabilities	19,045	-	-	-	-	**19,045**
Accounts Payable	57,826	731	114,674	-	11,360	**184,590**
Deferred Revenue - FEFP	-	-	-	-	-	**-**
Note Payable	-	-	-	-	-	**-**
Due to Foundation	-	-	-	-	-	**-**
Due to Other Funds	877,287	802,982	-	-	603,037	**2,283,306**
Total Liabilities	954,157	803,713	114,674	-	614,397	**2,486,940**
Fund Equity and Other Credits						
Fund Balance	2,043,686	-	809,636	136,980	(534,126)	**2,456,177**
Excess (Deficiency) of Revenues - YTD	285,128	-	68,348	0	2,807	**356,284**
Total Fund Equity and Other Credits	2,328,814	-	877,985	136,981	(531,319)	**2,812,461**
Total Liabilities Fund Equity and Other Credits	3,282,971	803,713	992,658	136,981	83,078	**5,299,401**

Notes from Lily Meadows of SFS

Review:

- General/Operating Fund: Projecting a year end surplus of $327K.
- Capital Outlay: Tracking a surplus at year end here as well of $283K, (which was budgeted/expected). *I will move some additional recurring maintenance/operating expenses here to increase the General Fund surplus before year end.*
- Internal Fund: This fund is the Athletic/Extra Curricular activities, which was budgeted with a deficit. It's still trending to show a year end deficit, however larger than expected. When you combine this funds deficit with the Gen/Opr surplus the outcome is very close to breakeven. This area should be looked at closely to ensure funds are being recouped where expected for trips/activities.
- Debt: This fund is also tracking a surplus of $1,159,134 for current year due to several factors.
  - Some expenses were borrowed for, but expected to be reimbursed by Triumph, others reimbursed by General Appropriation therefore those expenses are recorded in separate funds where the expected reimbursement revenue is received – thus lowering construction expense.
  - An SNH invoice was borrowed for and paid, then a credit received for recurring monthly tech maintenance charges (general fund); revenues higher than construction expenses.
  - A TurnerBoone invoice was borrowed for in full, then paid a partial balance, two separate times, with one to be reimbursed by Triumph. However, the total of the payments made does not total the amount borrowed; excess of $30K.
- Triumph: I'll let Tricia speak to the status of reimbursement specifically. What I want to convey is the $624K receivable on the balance sheet – this is representative of staff positions May – Mar (current) totaling $332K then $273K of FFE and Supplies (generally). At this time in our projections, we are not expecting any reimbursements (cash) in current fiscal year, this is the most conservative review of the cash flow. It's important to keep in mind if the reimbursement doesn't reflect what was budgeted, meaning comes back as less than expected to the point the General fund must absorb the cost, then it's possible the Operating fund will see a deficit.

Cash Flow/Projections

- Watching cash throughout the remainder of the year we are seeing a dip in cash from now to Jun 30, due to the delay of Triumph reimbursement, however there is currently no concern of lack of cash when needed.
- Further we do expect that the cash on hand requirement will be met at year end; current projection expected to be 126 days at Jun 30. Reminder these ratios are calculated combined with the Foundation activity.
- Within the cash flow tab, you can identify detailed year to date activity separated by funds including future projections. This is where the calculations are made for the loan requirements as well as other analysis to ensure that the school is on track financially.

Debt Service Coverage Ratio

- Currently projected to be 1.26 at Jun 30.

The Seaside School, Inc
Budget
Overall
FY 2027

Middle FTE	196
High FTE	437
Total FTE	**633**

	2026-2027 Budget
Revenues	
FEFP - Walton County School District	7,217,185
FEFP - Restricted Capital Outlay	88,406
Industry Certification Funding	150,000
Advance Placement Funding	60,000
Transfer from Foundation - General Revenue	300,000
Triumph Grant	-
Charter School Capital Outlay	422,844
Local Capital Improvement Revenue	2,539,966
Transfer In Kind Facility Lease	500,000
School Lunch Revenue	20,000
School Field Trips	100,000
Athletics General	65,000
Student Activities	120,000
Total Revenues	**11,583,401**
Expenses	
5100 - Instruction	4,808,324
5200 - Exceptional Instruction	234,964
6100 - Student Personnel Services	497,696
6300 - Curriculum Development	35,000
6400 - Instructional Staff Training Services	30,000
6500 - Instructional-Related Technology	84,000
7100 - Board Administration	428,063
7200 - General Administration	57,706
7300 - School Administration	1,560,402
7400 - Facilities Acquisition and Construction	515,702
7500 - Fiscal Services	97,500
7800 - Student Transportation Services	93,767
7900 - Operation of Plant	845,819
8100 - Repairs and Maintenance	154,200
9100 - Community Services	575,903
9200 - Debt Service	1,377,017
Buyback	18,267
Total Expenses	**11,414,330**
Excess (Deficiency) Revenues Over Expenses	**169,070**

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Coversheet

Board Member Policies/Disclosures

Section: VII. Governance
Item: A. Board Member Policies/Disclosures
Purpose: FYI
Submitted by:
Related Material: 2025.05.15 Board Member Agreement (Approved by Board).pdf
Conflict_of_Interest_Policy.pdf
Code of Ethics Policy - School and Foundation.pdf

Seaside School, Inc. Board Member Agreement

I, _____ understand that as a member of the Board of Directors of The Seaside School, Inc. ("School"), a public charter school, I have a legal, ethical, and fiduciary responsibility to ensure that the School does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the School, and I will act responsibly and prudently as its steward.

As part of my responsibilities as a Board member:

1. I have read, understand, and am willing to comply with the Board of Directors' Job Description and the Individual Performance Expectations that outline my responsibilities to the Board. If I ever find myself in a situation where I am unable to fulfill these expectations, I will resign from the Board.
2. I will act as an ambassador for the School and represent the School's work and values to the greater community in which we serve.
3. I will act as a steward of the public trust, accepting my fiduciary responsibilities, and exercising reasonable care in all decision-making to avoid placing the School under unnecessary risk.
4. I will exercise my best efforts to attend all meetings of the Board and any committees to which I am assigned, and will notify the Chairman of the Board or the committee Chairman as applicable prior to any anticipated absence. I have read and will comply with all attendance expectations set forth in the School's Bylaws, and I understand that a failure to comply with such expectations is cause for my removal from the Board.
5. I will fulfill all training obligations per state law and Board policy.
6. I will come to Board meetings prepared to participate, having read the packet ahead of time.
7. I will excuse myself from discussions and votes where I have a conflict of interest.
8. I will actively serve on a Board committee, and support special projects of the Board, using my talents and expertise.
9. I will assist with fundraising efforts and make an annual contribution to the best of my ability.
10. I will stay informed about what's going on in the School. I will ask questions and request information. I will participate in and take responsibility for making decisions on issues, policies, and other matters. I will not stay silent if I have questions or concerns.
11. I will respect the boundaries of authority between individual directors and School Administration and will not inappropriately involve myself in day-to-day decision-making, and I will refer parental inquiries to School Administration as appropriate.
12. I will familiarize myself with Florida's "Government in the Sunshine Law" as it applies to Board activities and will work to uphold such laws.

If I am unable to fulfill these commitments to the School, I will expect the Board Chairman to call me and discuss my performance as a trustee and discuss the next steps including possible removal from the Board.

In turn, the School will be responsible to me in several ways:

1. I will be sent, without request, regular periodic updates of School activities that allow me to meet the "prudent person" section of the law.
2. The School will help me perform my duties by keeping me informed about issues in the industry and field in which we are working, and by offering me opportunities for professional development as a Board member.
3. Board members and the Executive Director will respond in a straightforward fashion to questions I have that are necessary to carry out my Board and committee-related responsibilities to the School.
4. Board members and the Executive Director will work in good faith with me towards the achievement of our goals.
5. If the School does not fulfill its commitments to me, I can call on the Board Chair and Executive Director to discuss these responsibilities.

Signature of Member, Board of Directors: _____ Date: _____

Seaside School, Inc. and Seaside School Foundation, Inc.

CONFLICT OF INTEREST POLICY

adopted by the Seaside School Inc. on 1/24/13
adopted by the Seaside School Foundation, Inc. on 12/19/12

1. Introduction

a. The Seaside School, Inc. (the "School"), is a nonprofit, tax-exempt organization and a State of Florida public charter school. Its mission is to serve the public and educate children. Maintenance of its tax-exempt status is important both for its continued financial stability and for the receipt of contributions and public support. Therefore, the School must operate in such a way so that it fulfills all legal requirements. The School also depends on the public trust and thus is subject to scrutiny by and accountability to both governmental authorities and members of the public.

b. The Seaside School Foundation, Inc. (the "Foundation"), is a nonprofit, tax-exempt organization and was formed to receive and administer funds for scientific, educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and to benefit the School. Maintenance of its tax-exempt status is important both for its continued financial stability and for the receipt of contributions and public support. Therefore, the Foundation must also operate in such a way so that it fulfills all legal requirements. The Foundation also depends on the public trust and thus is subject to scrutiny by and accountability to both governmental authorities and members of the public.

c. Consequently, there exists between the members of the Board of Directors, officers, committee members and management employees of both the School and Foundation a fiduciary duty that carries with it a broad and unbending duty of loyalty and fidelity to their respective nonprofit, tax-exempt legal entity. The members of the Board of Directors, officers and management employees of the School have the responsibility of administering the affairs of the School honestly and prudently, and of exercising their best care, skill, and judgment for the sole benefit of the School. Likewise, the members of the Board of Directors, officers and management employees of the Foundation have the responsibility of administering the affairs of the Foundation honestly and prudently, and of exercising their best care, skill, and judgment for the sole benefit of the Foundation. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not use their positions with their organization or knowledge gained from their organization for their personal benefit. The interests of their organization must have the first priority in all decisions and actions.

d. The purpose of this conflict-of-interest policy is to prevent the institutional or personal interests of members of the Board of Directors, officers, committee members and management employees from interfering with the performance of their duties to the School and Foundation, and to ensure that there is no personal,

professional, or political gain at the expense of the School or Foundation. This policy is not designed to eliminate relationships and activities that may create a duality of interest, but to require the disclosure of any conflicts of interest and the recusal of any interested party in a decision relating to them. Furthermore, for all purposes related to the Foundation, this policy is intended to supplement but not replace section 7 of the Foundation's Articles of Incorporation, and any conflicts shall be governed by the terms of the Foundation's Articles of Incorporation.

2. **Persons Concerned:** This policy is directed to all members of the Board of Directors, officers, committee members, (including committee members working on the Seaside School Half-Marathon and 5-K Race) and employees who can influence the actions of the School or the Foundation (collectively referred to as "Covered Persons").

3. **Key Areas in Which Conflict May Arise:** A conflict of interest may exist when the interests or potential interests of any Covered Person or any "Affiliated Person" (as that term is defined below) may be seen as competing with the interests of the School or Foundation, or may impair such person’s independence or loyalty to the legal entity (School or Foundation) it represents, volunteers for or is employed by. A conflict of interest may also exist when there is an interest that might affect, or might reasonably appear to affect, the judgment or conduct of any Covered Person in a manner that is adverse to the interests of the School or Foundation. More specifically, conflicts of interest may arise in the relations between Covered Persons and/or Affiliated Persons with any of the following "Third Parties" as those terms are defined below.

   a. For purposes herein, “Affiliated Persons” include the following:
      i. Any immediate family member of a Covered Person, including a spouse, domestic partner, child, parent, spouse's parent, grandchild, grandparent, sibling, aunt, uncle or cousin as these relationships are commonly defined by birth, adoption or marriage,
      ii. Any corporation or organization of which a Covered Person is an officer, director, or a partner or is, directly or indirectly, the beneficial owner of 10 percent or more of any class or equity securities, or
      iii. Any foundation or other estate in which a Covered Person has a substantial beneficial interest or as to which a Covered Person serves as a trustee or in a similar capacity other than the Seaside School Foundation, Inc.

   b. For purposes herein, "Third Parties" include the following:
      i. Persons and firms supplying goods and services to the School or Foundation
      ii. Persons and firms from whom the School or Foundation leases property and equipment
      iii. Persons and firms with whom the School or Foundation is dealing or planning to deal in connection with the gift, purchase or sale of real estate, securities, or other property
      iv. Agencies, organizations, and associations that affect the operations of the School or Foundation
      v. Family members, friends, and other employees

4. **Conflict of Interest Examples**: A conflict of interest may exist if a Covered Person or any Affiliated Persons:

   a. Have a business or financial interest in any third party dealing with the School. This does not include ownership interest of less than 10 percent of outstanding securities of public corporations.

   b. Hold office, serve on a board, participate in management, or are employed by any third party dealing with the School or Foundation.

   c. Volunteer, hold office, serve on a board, participate in management or are employed by any other start-up, association, club, legal entity or educational institution that has a similar mission or attempts to raise funds and fulfill its mission in a manner similar to the one used by the School or Foundation.

   d. Derive remuneration or other financial gain from a transaction involving the School or Foundation (other than salary reported on a W-2 or W-9 or salary and benefits expressly authorized by the Board).

   e. Receive gifts from any third party on the basis of his or her position with the School or Foundation (other than occasional gifts valued at no more than $200, or if valued at more than $200, the gift is made available in a team space or common area for others to share — e.g., fruit baskets, boxes of candy). All other gifts should be returned to the donor with the explanation that this policy does not permit the acceptance of gifts. No personal gift of money should ever be accepted.

   f. Engage in any outside employment or other volunteer activity that will materially encroach on such person's obligations to the School or Foundation; compete with the activities of the School or Foundation; involve any use of the equipment, supplies, or facilities of the School of Foundation; or imply the sponsorship or support by the School or Foundation of the outside employment or activity.

5. **Interpretation of this Policy:** The examples of conflicting interest listed in this policy and those areas that may give rise to conflict are not exhaustive. Conceivably, conflicts might arise in other areas or through other relations. It is assumed that the members of the Board of Directors, Directors, officers and management employees will recognize such areas and relation by analogy.

6. Identifying & Disclosing Conflicts

   a. The fact that one of the interests described in this policy exists does <u>not</u> mean necessarily that
      i. a conflict exists, or
      ii. that the conflict, if it exists, is material enough to be of practical importance, or
      iii. if material that upon full disclosure of all relevant facts and circumstances that it is necessarily adverse to the interests of the School or Foundation.

b. However, it is the policy of the School and Foundation that the existence of any of the interests described in this policy shall be disclosed on a timely basis and always before any transaction is consummated. It shall be the continuing responsibility of Covered Persons to scrutinize their transactions, outside business interests and relationships and those of their Affiliated Persons for potential conflicts and to immediately make such disclosures.

7. Disclosure Procedures

a. Disclosure of any conflict or potential conflict should be made using the Conflict of Interest Questionnaire or by reporting a potential conflict of interest to the Chair or Vice Chair of the legal entity (School or Foundation) you represent, volunteer for or are employed by, as soon as possible.

b. Transactions with related parties may be undertaken only if all of the following are observed:
   i. The related party is excluded from the discussion and approval of such transaction;
   ii. A competitive bid or comparable valuation exists; and
   iii. The members of the Board of Directors contemplating the transaction have acted upon and demonstrated that the transaction is in the best interest of the organization they represent.

c. Any disclosure of a conflict or potential conflict should be brought to the attention of the full Board of Directors of the legal entity (School or Foundation) associated with the conflict or potential conflict.

d. The Board of Directors for the legal entity receiving the disclosure information shall determine whether a conflict exists and is material, and in the presence of an existing material conflict, whether the contemplated transaction may be authorized as just, fair, and reasonable to the entity the Board of Directors represents. The decision of the Board of Directors on these matters will rest in their sole discretion, and their concern must be the welfare of the entity they govern and represent.

8. Violations of this Policy

a. If any Covered Person has reasonable cause to believe an individual has failed to disclose any actual or possible conflicts of interest, the person in question shall be informed of the basis for such belief and provided with an opportunity to explain the alleged failure to disclose.

b. If, after hearing the individual's response and after making further investigation as warranted by the circumstances, the Board of Directors determine the individual has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action as the Board of Directors, in its sole discretion, determines is appropriate.

9. **Annual Statements:** Each Covered Person shall annually sign a statement that affirms such person:

   a. Has received a copy of this conflict-of-interest policy,
   b. Has read and understands the policy,
   c. Has agreed to comply with the policy, and
   d. Understands both the School and Foundation are 501(c)(3)charitable entities and in order to maintain their federal tax exemption, both entities must engage primarily in activities that accomplish one or more of their tax-exempt purposes.

Seaside School, Inc. and Seaside School Foundation, Inc.

CONFLICT OF INTEREST DISCLOSURE QUESTIONNAIRE

adopted by the Seaside School Inc. on[MONTH] [DATE], [YEAR]
adopted by the Seaside School Foundation, Inc. on 12/19/12

For purposes herein, "affiliated persons" include the following:

i. Any immediate family member, including a spouse, domestic partner, child, parent, spouse's parent, grandchild, grandparent, sibling, aunt, uncle or cousin as these relationships are commonly defined by birth, adoption or marriage,

ii. Any corporation or organization of which a Covered Person is an officer, director, or a partner or is, directly or indirectly, the beneficial owner of 10 percent or more of any class or equity securities, or

iii. Any foundation or other estate in which you have a substantial beneficial interest or as to which you serve as a trustee or in a similar capacity.

Name (please print): _____

With the Seaside School, I serve as:

( ) Director ( ) executive committee ( ) officer
( ) committee member ( ) employee
( ) other, specify: _____
( ) Not applicable

With the Seaside Foundation, I serve as:

( ) Director ( ) executive committee ( ) officer
( ) committee member ( ) employee
( ) other, specify: _____
( ) Not applicable

In the past year, have any of your affiliated persons received preferential admissions to the School in a manner outside of applicable law and the School's admissions policy? ( ) No ( ) Yes

In the past year, have you or any of your affiliated persons provided services or property (other than (a) your services under an employment contract or (b) donations of cash or cash-equivalents) to the School or Foundation?

( ) No ( ) Yes - If yes, please describe the nature of the services or property:

_____

_____

In the past year, have you or any of your affiliated persons purchased services or property from the School or Foundation?

( ) No ( ) Yes - If yes, please describe the purchased services or property:

Please indicate whether you or any of your affiliated persons had, have, or will have any direct or indirect interest in any business transaction(s) to which the School or Foundation was or is a party. ( ) No ( ) Yes - If yes, describe the transaction(s):

Did you or any of your affiliated persons owe money to the School or Foundation at any time in the past year?

( ) No ( ) Yes - If yes, please describe the indebtedness:

In the past year, did you or any of your affiliated persons receive, or were entitled to receive, directly or indirectly, any benefits from, or as a result of your relationship with the School or Foundation that in the aggregate could be valued in excess of $200 that were not or will not be compensation directly related to your duties to the School or Foundation?

( ) No ( ) Yes - If yes, please describe the benefit:

Are you or any of your affiliated persons a party to or have an interest in any pending legal proceedings involving the School or Foundation?

( ) No ( ) Yes - If yes, please describe the proceeding(s):

In the past year, did you or any of your affiliated persons volunteer, hold office, serve on a board, participate in management or engage in employment with any other start-up, association, club, legal entity or educational institution that has a similar mission or attempts to raise funds and fulfill its mission in a manner similar to the one used by the School or Foundation?

( ) No ( ) Yes – If yes, please describe the situation:

Are you aware of any other events, transactions, arrangements, or other situations that you believe should be examined by the Directors or the executive committee in accordance with the terms and intent of the conflict-of-interest policy?

( ) No ( ) Yes - If yes, please describe the situation(s):

_____

_____

I HEREBY CONFIRM that:

1. I have received, read, understand and agree to abide by the Conflict-of-Interest Policy,
2. I understand the School and Foundation are both 501(c)(3) charitable entities and in order to maintain their federal tax exemptions both entities must engage primarily in activities that accomplish one or more of their tax-exempt purposes.
3. My responses to the above questions are complete and correct to the best of my knowledge and belief.

_____

Signature Date

Seaside School, Inc. and Seaside School Foundation, Inc.

CODE OF ETHICS

adopted by the Seaside School, Inc. on 1/24/13
adopted by the Seaside School Foundation Inc. on 12/19/12

As a nonprofit organization and public charter school in the State of Florida, the policy of the Seaside School, Inc. (the "School") is to uphold the highest legal, ethical, and moral standards. Likewise, as a nonprofit 501(c)(3) foundation, the policy of the Seaside School Foundation, Inc. (the "Foundation") is also to uphold the highest legal, ethical and moral standards. The public supports both the School and the Foundation because they trust each entity to be good stewards of resources and to uphold rigorous standards of conduct. The reputation of both the School and the Foundation requires the careful observance of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity. To these ends, the School and Foundation agree to the following:

1. From our directors, officers and employees, we expect integrity, honesty and trustworthiness in their work; courage in their decisions; and a dedication to values and beliefs of the School and Foundation we represent.

2. We will comply with all applicable laws and regulations, and we expect the School Board of Directors, the Foundation Board of Directors, officers and employees to conduct business in accordance with the letter and spirit of all relevant laws; to refrain from any illegal, dishonest, or unethical conduct; to act in a professional, businesslike manner; and to treat others with respect.

3. We expect responsible action on behalf of the organization we represent and are accountable and transparent to the public and to one another. We share information when appropriate without violating the law.

4. We expect to be treated and to treat others with respect. While we will speak and act as a unified Board, we respect the opinions of and the differences among individuals.

5. We expect our actions to demonstrate our respect for others and the community as a whole. We care about the well-being of each other as Board members, employees and the community in which we serve.

In support of these standards of high ethical conduct, each director, and employee of both the School and Foundation WILL NOT:

6. Deceive, defraud, or mislead the members of the School Board of Directors, the members of the Foundation Board of Directors, staff members or those with whom the School or Foundation have business or other relationships.

7. Misrepresent the School or Foundation in any negotiations, dealings, contracts, or agreements.

8. Divulge or release any information of a proprietary nature relating to the plans, mission, donors or operational databases of the School or Foundation without the necessary prior approval.

9. Obtain a personal advantage or benefit due to relationship(s) established by any officer, senior staff member or member of the Board of Directors by use of either organization’s name.

10. Accept individual gifts of any kind in excess of $200, in connection with the officer’s, key staff member’s or Board of Director's relationship with the School or with the Foundation.

11. Withhold their best efforts to perform their duties to acceptable standards.

12. Engage in unethical business practices of any type.

13. Use School or Foundation property, financial resources, or services of personnel for personal benefit.

14. Violate any applicable laws, rules, regulations and ordinances.

To honor the purpose and spirit of this policy, all School Board directors, Foundation directors, officers and employees shall review and acknowledge their understanding of this policy on an annual basis.

Acknowledgement

I HEREBY CONFIRM that I have read and understand this Code of Ethics and will strive to uphold it to the best of my ability.

_____

Signature Date

Coversheet

Annual review and Approval of Policies

Section: VII. Governance
Item: B. Annual review and Approval of Policies
Purpose: Vote
Submitted by:
Related Material:
2026.08.20 Seaside School AI Use Policy for Students-For Board Approval.pdf
2026.08.20 Internet Safety Policy_with grammatical changes (For Board Approval).pdf

Seaside School AI Use Policy for Students
Revised June 2, 2025*

Introduction to Artificial Intelligence (AI)

Artificial Intelligence (AI) involves programming machines to perform tasks that typically require human intelligence, such as language processing, pattern recognition, and problem-solving. In the educational setting, AI can support learning by providing personalized tools and interactive experiences. This policy guides students on the responsible and ethical use of AI in their academic activities.

Purpose and Scope

This policy outlines the appropriate use of AI tools by students within Seaside School, ensuring that AI is leveraged responsibly to enhance learning while protecting students' privacy and promoting ethical conduct. It applies to all AI technologies used by students on school premises, for school-related tasks, or through school-provided devices and networks.

Guidelines for Responsible AI Use

1. **Educational Purpose**
   Students must use AI tools solely for educational purposes as directed by teachers or school authorities. AI should be used to support learning, not to complete assignments or submit AI-generated work as their own.
2. **Ethical Conduct**
   Students are expected to use AI ethically, adhering to copyright laws and respecting the intellectual property of others. Using AI to plagiarize, cheat, or engage in dishonest practices in academic work is prohibited.
3. **Privacy and Data Protection**
   Students should not share sensitive or personal information with AI tools without explicit permission. They must understand the risks associated with data sharing and consult teachers when unsure about any information they are prompted to provide.
4. **Respectful Interaction**
   Communication with or through AI tools must meet Seaside School’s standards for respectful and appropriate interaction. Students are expected to use AI responsibly and refrain from using it to convey harmful, disrespectful, or abusive content.
5. **Safety and Security**
   Students must avoid using AI to access or share harmful or inappropriate content. Any issues, such as encountering inappropriate content or suspicious activities, should be reported to school staff immediately.
6. **Resource Responsibility**
   Students are expected to use AI tools thoughtfully, purposefully, and only when explicitly permitted by a teacher. Unless a teacher clearly states that AI use is allowed for a specific assignment or activity, students should not use AI tools. AI should never be used to replace original thinking or complete tasks designed to build critical academic skills. Responsible AI use means using these tools to support learning—not to bypass the learning process itself.

Examples of Acceptable Uses of Generative AI Tools
Students may use AI tools only when directed or permitted by a teacher. When allowed, some appropriate uses include:

- Brainstorming ideas for a story, project, or presentation
- Improving or rewording a sentence you've already written
- Helping you come up with questions for a research project
- Finding general information to help you better understand a topic
- Drafting an outline to organize your thoughts before writing
- Getting feedback on grammar, punctuation, or writing style
- Practicing vocabulary words or summarizing a paragraph you've written

Examples of Unacceptable Uses of Generative AI Tools
Even when AI is available, students should not use it in the following ways:

- Having AI write sentences, paragraphs, or full assignments for you
- Using AI to answer homework questions and turning them in as your own
- Letting AI write your part of a group project without permission from your team
- Copying and pasting AI responses into class discussions, journals, or writing assignments
- Using AI to write emails, chats, or messages in your name
- Relying on AI to do work that helps you learn important skills like writing, thinking, or problem-solving

Monitoring and Compliance

Seaside School may monitor the use of AI tools to ensure they are being used responsibly and in alignment with this policy. Monitoring will be conducted to ensure AI is being used in a way that supports learning and maintains academic integrity. Because classroom expectations may vary, students are required to follow each teacher's specific rules regarding AI use. It is the student's responsibility to ask for clarification if they are unsure whether AI use is permitted for an assignment.

Consequences for Policy Violations

Violations of this policy may result in disciplinary action according to the following guidelines:

- **First Offense**: Zero on assignment and a conference with the teacher.
- **Second Offense**: Zero on assignment, a parent-teacher conference and lunch detention.
- **Third Offense**: Zero on assignment, a conference with school administration, and After-school Detention.
- **Fourth Offense**: Zero on assignment, office referral, In-school suspension, and behavior plan.
- **Additional Offenses:** Zero on assignment, office referral, out-of-school suspension, and behavior plan.

Policy Review and Update

This policy will be reviewed and updated annually to reflect changes in AI technology, ethical standards, and Seaside School's educational goals.

By adhering to this policy, our goal is that students will develop responsible and ethical practices for AI use, respecting Seaside School's values and promoting a safe and productive learning environment.

INTERNET SAFETY POLICY

The use of technology is a privilege and an important part of The Seaside School, Inc (Seaside Neighborhood and Seacoast Collegiate High School) overall curriculum. The Board of Directors and school administration will, from time to time, make determinations on whether specific uses of technology are consistent with The Seaside School policies for students and its employees, but does not warrant that the technology resources will meet any specific requirements of the student or other users, or that it will be error free or uninterrupted. The Seaside School always reserves the right to monitor and log technology use, to monitor file server space utilization by users, and examine specific network usage (as may be deemed necessary) for maintenance, safety or security of the technology resources or the safety of the user.

It is the policy of The Seaside School to:

a. Filter or block access to material that is not appropriate for students
b. Protect the safety and security of students when using email, chat rooms, and other forms of direct electronic communication
c. Prevent hacking or unauthorized access by students to data or information that they should not have access to and to prohibit other unlawful online activities by students
d. Prevent access to websites, web or mobile applications, or software that do not protect against the disclosure, use, or dissemination of students' personal information
e. Prohibit students from accessing social media platforms, except when expressly directed by a teacher for an educational purpose
f. Prohibit the use of TikTok, and any successor platforms, on all school-owned devices or any device (including privately owned) connected to school-provided internet
g. Prohibit the use of TikTok, or any successor platforms, to be used to communicate or promote the School, a school-sponsored club, an extracurricular organization, or an athletic team
h. Comply with the Children's Internet Protection Act (CIPA) [Publ. L. No. 106-554 and 47 USC 254(h)].

1. <u>Access to Inappropriate Material</u>

Internet filters are used to block or filter internet access to prevent users from accessing inappropriate information, taking into consideration the subject matter and the age of the students served at the School. The School will filter or block access to all information considered obscene, child pornography, or any material deemed harmful to minors, as defined by CIPA.

The technology protection measures may be disabled only for lawful purposes, including educational research. Only the School's Information Technology Team ("I.T. Team") or designated parties will be permitted to disable protection technology.

It shall be the responsibility of all members of the School's staff to supervise and monitor usage of the online computer network and access to the internet and ensure that the same is in accordance with this policy.

2. Safety and Security in Direct Electronic Communications

Students are prohibited from disclosing any personal contact information or other personal information without obtaining prior consent from a School teacher or other administrative member, including on any website, web or mobile applications, or software. Additionally, the use of email, chat rooms, and other direct electronic communication by students will be monitored by the School's administration to protect the safety and security of students.

3. Protection Against Unauthorized Access, Hacking, and Other Unlawful Online Activities

The School, in conjunction with the I.T. Team, will provide technology protection measures to prevent hacking, any unauthorized access to any confidential data or information and other unlawful online activities by students. Any student attempting to bypass security measures or hacking into the system will face severe disciplinary actions.

4. Protection of Student Personal Information

Access to websites, web or mobile applications, or software that does not protect against the disclosure, use, or dissemination of students' personal information, is strictly prohibited. Teachers and staff are required to vet and verify the safety standards of any third-party digital tool before introducing it to students.

5. Restricted Access to Social Media Platforms

Students are strictly prohibited from accessing any social media platforms on school-owned devices or any privately owned device connected to the school-provided internet, unless explicitly directed by a teacher for educational purposes. When used for educational purposes, students must adhere strictly to guidelines set by the teacher and refrain from personal use or sharing of personal information.

6. Prohibition of TikTok and Successor Platforms

The use of TikTok, or any of its successor platforms, is strictly prohibited on all school-owned devices or any device connected to school-provided internet, regardless of ownership. TikTok, or any successor platforms, must not be used to communicate or promote the School, a School-sponsored club, a School extracurricular organization, or an athletic team affiliated with the School.

This Policy Applies to: All devices, whether owned or provided by the district or school, as well as privately-owned devices that connect to district- or school-provided internet.

Implementing: Rule 6A-1.0957 F.A.C. (Internet Safety Policy); 47 CFR § 54.520 (Children's Internet Protection Act)

INTERNET SAFETY STUDENT AND PARENT CONTRACT

As a student of _____ (the "School"), I acknowledge and understand that the network and email accounts provided by the School are its property and are not considered private. The School reserves the right to access my information on these accounts at any given time.

The following are the rules and regulations expected of students for usage of school computers or devices connected to the internet, no matter if you're at school or off-campus, like home:

GOVERNMENT LAWS:

I will use computers in conformity with laws of the United States and the State of Florida. Violations include, but are not limited to, the following:

1. Criminal Acts – These include, but are not limited to, "hacking" or attempting to access computer systems without authorization, harassing email, cyberstalking, and/or unauthorized tampering with computer systems.
2. Libel Laws - Publicly defaming people through the published material on the internet, email, etc.
3. Copyright Violations - Copying, selling or distributing copyrighted material without the express written permission of the author or publisher.

COMPUTER ETIQUETTE and ACCEPTABLE USE:

1. I will use the School's technology resources responsibly and productively for only school-related purposes.
2. I will not retrieve, save, or display hate-based, offensive or sexually explicit material using any of the School's computer resources. **I understand that I am to notify an adult immediately if by accident I encounter materials which violate appropriate use.**
3. I will not attempt to bypass security settings or Internet filters, or interfere with the operation of the network by installing illegal software, shareware, or freeware on the School's computers.
4. I understand that vandalism is prohibited. This includes, but is not limited to, modifying or destroying equipment, programs, files, or settings on any computer or other technology resource.
5. I understand that passwords are private. I will not allow others to use my account name and password, or try to use that of others.
6. I will not use profanity or any other inappropriate language as determined by School administrators in my email messages, online postings, and other digital communications with others.
7. I will not use computers, cell phones, personal digital devices or the Internet to send or post hate or harassing mail, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors either at school or at home.
8. I will not use any social media platform at school, except when expressly directed by a teacher for educational purposes.

9. I will not use the social media platform TikTok, and any successor platform, on any school owned devices or privately owned devices connected to school provided internet. Additionally, I will not use TikTok to communicate or promote the School, a School-sponsored club, School extracurricular organization, or School athletic team.
10. I understand that I represent the School in all my online activities. I understand that what I do on any social media platform should not have any negative effects on my fellow students, teachers, or the School. I understand that I will be held responsible for how I represent myself and my school on the Internet.
11. I understand that masquerading, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out e-mail, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else's name as a joke.
12. I will follow all guidelines set forth by the School and/or my teachers when publishing schoolwork online. I understand the Internet is a source for information that is both true and false; and that the School is not responsible for inaccurate information obtained from the Internet.
13. I understand that the School administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement.
14. I understand that I will not disclose my full name or any other contact information or personal information for any purpose. Personal contact information includes but is not limited to address, telephone, or school address.
15. I will not share or post personal contact information about other people. Personal contact information includes but is not limited to address, telephone, school address, or work address.
16. I will not share or post privacy-revealing personal information about myself or other people. I am not permitted to agree to meet someone I have met online.
17. I must tell my teacher or another School employee about any message I receive that is inappropriate or makes me feel uncomfortable. I will not delete the message until instructed to do so by a staff member.
18. I will immediately tell my teacher to notify a school administrator if my password is lost stolen or, or if I think someone has gained unauthorized access to my account.
19. Users connecting to the School's network shall release the School from any and all liability for any damage to devices that may or is alleged to have resulted from use of the School's Network. The School shall not be responsible for a personally owned device becoming infected when connected to the School's network or for a student's exposure to inappropriate material when using a personally purchased broadband connection.

CONSEQUENCES FOR VIOLATION OF THIS AGREEMENT:

I understand and will abide by the above Acceptable Use Agreement. Should I commit a violation, I understand that consequences of my actions could include suspension of computer privileges and disciplinary actions according to the School's established disciplinary procedures.

Student Signature: _____ Date _____

Student Name (Please Print) _____ Grade _____

Parent or Guardian:
As the parent or guardian of this student, I have read the Acceptable Conduct and Use Agreement. I understand that access to the School's computers and other internet-connected devices is primarily for educational purposes in alignment with the School's academic goals. While the School makes diligent efforts in line with all relevant laws and guidelines to restrict inappropriate content, it's not always possible to block every unsuitable material. I will not hold the school responsible for content accessed on the school network. I'm also aware that my child's computer and device activities off-campus, such as at home, should be monitored as they can affect the academic school environment. With this understanding, I grant permission for my child to use the School's computer resources, including any web or internet-based services provided by the School for student use.

Parent or Guardian's Name (please print):

_____

Parent or Guardian's Signature:

_____ Date _____