



**District Board of Trustees  
Academic Affairs & Charter Schools Governance Committee Meeting  
Indian River State College – Massey Campus  
Ben L. Bryan Administration Building, Board Room A301  
3209 Virginia Ave, Fort Pierce, FL 34981**

**March 24, 2026**

**AGENDA**

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1. Call to Order – *Trustee Conrado, Vice Chair*
2. Clark Academic Calendar for the 2026-27 School Year Updates  
- *Dr. Leslie Judd*
3. University of East London (UEL) and IRSC Affiliate Partnership Agreement  
– *Dr. Heather Belmont*
4. Child Development Center (CDC) weekly rate increase – *Samantha Cullinan / Dr. Heather Belmont*
5. Adjourn

**DISTRICT BOARD OF TRUSTEES**



SUMMARY OF ITEM FOR  
*ACTION*

**TOPIC:** Clark Academic Calendar for the 2026-27 School Year Updates

**REGULAR AGENDA OR COMMITTEE:** Academic Affairs & Charter Schools Governance Committee

**SUBMITTED FOR:**  ACTION/VOTE  
 INFORMATION  
 DISCUSSION

**SUMMARY:**

Board approval is requested for the updated Clark 26-27 calendar based on the approved revisions to the IRSC Academic Calendar.

**ALTERNATIVE(S):** Make modifications as requested to develop a new calendar.

**FISCAL IMPACT:** None

**PRESIDENT’S RECOMMENDATION:**

SUBMITTED BY: Leslie Judd

DATE: 2/25/26

BOARD ACTION:

DATE:

# 2026-2027 CLARK ADVANCED LEARNING CENTER CALENDAR (Student) Rev.2/25/26

August 10- Students' 1st day of school.  
August 19- IRSC Fall classes begin.

AUGUST 2026						
S	M	T	W	Th	F	S
					31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

February 15- Presidents Day (Clark and IRSC closed)  
February 16- Parent Teacher Conferences 3:00-7:00 pm  
February 22- Clark and IRSC classes in session. No bus.

September 7- Labor Day Holiday (Clark and IRSC closed).  
September 16- Early Release at 12:30. IRSC classes in session.  
September 16- Parent Teacher Conferences 3:00-7:00 pm  
**September 21- No Clark classes- Teacher work day IRSC classes in session.**

SEPTEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH 2027						
S	M	T	W	Th	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March 19- End of Quarter 3.  
March 22-26 Clark and IRSC Closed for Spring Break.  
March 29-Clark and IRSC classes in session. No bus.

October 9- End of Quarter 1/1st 9 weeks.  
October 14- Early Release at 12:30. IRSC classes in session.

OCTOBER 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2027						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April 21- Early Release at 12:30. IRSC classes in session.

November 11- Veterans Day Holiday (Clark and IRSC closed).  
November 23-27 Clark and IRSC closed for Fall Break.

NOVEMBER 2026						
S	M	T	W	Th	F	S
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22	23	24	25	26	27	28
29	30					

MAY 2027						
S	M	T	W	Th	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 3- Last Day of IRSC classes.  
May 4\*- No Clark or IRSC classes. Teacher work day.  
May 18-Final Clark classes for Seniors.  
May 19- Mandatory Check Out Day for Seniors.  
May 21- Mandatory Rehearsal 4:00 pm for Seniors.  
May 22- Class of 2027 Commencement.  
May 25- Last Day of Quarter 4/Semester 2 for grades 9-11.  
May 26 & May 27- Emergency Make Up Days

December 9- Last day of IRSC classes  
December. 18- End of Quarter 2/Semester 1. IRSC closed.  
December 21- January 1 Clark and IRSC closed for Winter Break.

DECEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2027						
S	M	T	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

January 4-No Clark/IRSC classes- Teacher work day  
January 5- Clark classes resume/ 1st Day of Quarter 3/Semester 2  
January 11- IRSC Spring classes begin  
January 18- Clark and IRSC closed for Martin Luther King, Jr. Day

JANUARY 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JULY 2027						
S	M	T	W	Th	F	S
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Blue shading = Students attend; Pink shading- No Clark classes/IRSC classes do meet \*Emergency Make Up Days

**DISTRICT BOARD OF TRUSTEES**



SUMMARY OF ITEM FOR  
*INFORMATION*

**TOPIC:** University of East London (UEL) and IRSC Affiliate Partnership Agreement

**REGULAR AGENDA OR COMMITTEE:** Committee

**SUBMITTED FOR:**  ACTION/VOTE  
 INFORMATION  
 DISCUSSION

**SUMMARY:** IRSC and UEL will collaborate to align and provide strategic academic programs to meet regional and global workforce needs and high demand for quality, higher education graduates.

**ALTERNATIVE(S):**

**FISCAL IMPACT:**

**PRESIDENT'S RECOMMENDATION:**

SUBMITTED BY: Dr. Heather Belmont

DATE: 3/24/26

BOARD ACTION:

DATE:

## AFFILIATE PARTNERSHIP AGREEMENT

Between

**University of East London (“UEL”)**

**And**

**The District Board of Trustees of Indian River State IRSC  
 (“IRSC”)**

This Educational Programming Affiliation Partnership Agreement (hereafter “Agreement”) is entered into this 24th day of March 2026 by and between:

**University of East London (“UEL”)**, a university registered in the United Kingdom, with principal office located at 4-6 University Way, London E16 2RD, United Kingdom; hereinafter referred to as the “UEL” and **The District Board of Trustees of Indian River State College**, a public body corporate of the State of Florida with its principal office at 3209 Virginia Ave, Fort Pierce, FL 34981 and hereinafter referred to as the “IRSC”.

The UEL and IRSC shall be collectively referred to as the “Parties”.

**WHEREAS** IRSC and UEL will collaborate to align and provide strategic academic programs to meet regional and global workforce needs and high demand for quality, higher education graduates.

**WHEREAS** IRSC will promote and offer associate degree programs that transfer directly into UEL’s baccalaureate degrees, as mutually agreed upon and outlined in Appendix A.

**WHEREAS** IRSC will provide the full curriculum for associate degrees and remit course descriptions, learning outcomes and syllabi to ensure transferability of IRSC coursework to UEL.

**WHEREAS** the UEL and its Entities will provide full curriculum, course development, instruction, career guidance and related educational materials for programs offered by UEL at IRSC.

**WHEREAS** UEL will deliver an international learning experience through UEL’s Vision 2028 Careers-First model

**WHEREAS** IRSC and UEL will strengthen Florida’s higher education ecosystem by expanding local access to global qualifications.

The parties to this Agreement wish to enter a transferable agreement pursuant to which UEL will deliver the courses respectively developed and offered by the Entity in question.

The parties agree to transfer the delivery of courses to UEL USA Ltd. via a novation agreement.

### **Delivery Structure and Novation**

UEL develops, owns, quality assures, and awards the academic programmes covered by this Agreement. UEL may perform its delivery and operational obligations under this Agreement through an affiliated

entity, including a wholly owned United States subsidiary to be formed (“UEL USA Ltd”). Such affiliate performance may include instruction, administration, student support, facilities, and related services.

Performance by an affiliate shall be deemed performance by UEL for purposes of this Agreement. UEL shall remain responsible for academic standards, quality assurance, accreditation compliance, and degree-awarding authority unless expressly agreed otherwise in writing.

Upon formation of UEL USA Ltd, the parties may transfer this Agreement from UEL to UEL USA Ltd by written novation executed by all parties (a “Novation Agreement”). Upon the effective date of the Novation Agreement:

- (a) UEL USA Ltd shall assume and agree to perform the delivery and operational obligations arising after the novation effective date;
- (b) UEL shall remain responsible for obligations and liabilities arising prior to the novation effective date;
- (c) academic award authority and quality oversight shall remain with UEL unless expressly reassigned in writing; and
- (d) the counterparty’s consent to the Novation Agreement shall not be unreasonably withheld, conditioned, or delayed.

No transfer of this Agreement shall be effective absent a fully executed Novation Agreement.

**NOW THEREFORE**, for and in consideration of the foregoing premises, it is hereby agreed upon by the Parties that:

- 1. TERM & TERMINATION:** The Agreement shall commence on 1st day of April, 2026. It will have a term of two (2) years (“Initial Term”) unless sooner terminated by mutual agreement as set forth herein. If not terminated, this Agreement shall automatically renew on that date for successive renewal terms of two (2) years (“Renewal Term”).
  - a) Termination for Breach; Cure. Either party may terminate this Agreement upon ninety (90) days’ written notice to the other party in the event of a material breach of this Agreement, if such breach is not corrected by the other party within the ninety (90) day period. The non-breaching party shall provide written notice describing the nature of the default or breach and the steps, if any, which can be taken to correct such breach. The parties may mutually agree to extend the cure period up to sixty (60) days.
  - b) Termination for Convenience. IRSC may terminate performance of work under this Agreement in whole or, from time to time, in part, in its sole discretion, for convenience at any time and without cause, upon ninety (90) days written notice to UEL.

## 2. FINANCIAL TERMS

### **2.1 Defined Students and Revenue.**

For the purposes of this Agreement, “IRSC Students” means students who progress directly from study at Indian River State College into an approved UEL programme under the articulation or transfer pathways covered by this Agreement.

“Revenue” means the gross tuition fees actually received by UEL from IRSC Students for enrolment in such approved UEL programmes, excluding only government taxes or statutory fees that UEL is required by applicable law to collect and remit to a governmental authority. Revenue shall not be reduced by internal discounts, scholarships, commissions, or marketing costs funded by UEL.

### **2.2 Contributions.**

Following the close of each enrolment cycle and after all IRSC Students in that cycle have passed UEL’s published refund or withdrawal deadline, UEL shall calculate an amount equal to ten percent (10%) of the Revenue attributable to IRSC Students in that cycle. UEL shall transfer that amount within thirty (30) days to the UEL Charitable Trust, a U.S.-based charitable entity established by UEL and operated exclusively for charitable and educational purposes.

All such transfers are intended to constitute donor-restricted charitable contributions dedicated to scholarship support for eligible IRSC Students, subject to applicable U.S. nonprofit and charitable law.

### **2.3 Restricted IRSC Scholarship Fund.**

All contributions made under this Agreement shall be received, held, and accounted for by the UEL Charitable Trust as donor-restricted funds in a separately identified and ring-fenced scholarship fund (the “IRSC Scholarship Fund”). The IRSC Scholarship Fund shall be used exclusively to provide scholarship awards for eligible IRSC Students transferring into approved UEL programmes. The Trust shall maintain separate accounting records for the IRSC Scholarship Fund and shall not commingle such funds with unrestricted assets.

### **2.4 Scholarship Framework and Agreed Criteria.**

The eligibility criteria, award methodology, and operating parameters for scholarships funded from the IRSC Scholarship Fund shall be developed by the UEL Charitable Trust in consultation with IRSC and documented in a written Scholarship Framework Document approved by the Trust’s governing board. The framework may include agreed parameters relating to student eligibility, academic and progression thresholds, financial need considerations, programme pathways, award value ranges, and renewal conditions.

Once approved by the Trust’s governing board, the Scholarship Framework Document shall govern awards from the IRSC Scholarship Fund and shall not be materially amended without prior consultation with IRSC.

### **2.5 Delegated Scholarship Selection Committee.**

The governing board of the UEL Charitable Trust shall establish a Scholarship Selection Committee and formally delegate to that committee authority to review applications and approve scholarship awards from the IRSC Scholarship Fund in accordance with the approved Scholarship Framework Document. The committee shall operate under a written charter, apply objective and consistently applied selection

criteria, maintain written records of its decisions, and report award activity to the Trust board at least annually.

Committee composition and procedures shall comply with applicable U.S. nonprofit governance and conflict-of-interest requirements. No representative of a beneficiary institution shall constitute a voting majority of the committee or exercise unilateral control over award decisions.

### **2.6 Governance Participation.**

IRSC shall be invited to nominate one representative for appointment either to (a) the governing board of the UEL Charitable Trust, or (b) the Scholarship Selection Committee, in each case subject to the Trust's governing documents, conflict-of-interest policy, and applicable U.S. charitable law. Such participation shall include involvement in the development and periodic review of scholarship criteria and processes but shall not override the Trust board's fiduciary authority or independent decision-making obligations.

### **2.7 Use Assurance and Good Faith Administration.**

The UEL Charitable Trust shall administer the IRSC Scholarship Fund in good faith, strictly in accordance with the donor restriction, the approved Scholarship Framework Document, and applicable law. Scholarship awards shall be made only within the defined eligibility criteria and exclusively for the charitable purpose set out in this Section.

### **2.8 Reporting and Transparency.**

The UEL Charitable Trust shall provide IRSC with an annual written report detailing:

- (a) total contributions received into the IRSC Scholarship Fund,
- (b) scholarships approved and disbursed during the reporting period,
- (c) number of student beneficiaries, and
- (d) the remaining fund balance.

Upon reasonable request, the Trust shall also provide summary information describing the scholarship criteria and selection process applied during the reporting period.

- 3. PAYMENT: Payment** made to IRSC will be assessed ninety (90) days prior to the automatic renewal terms of this agreement. It is anticipated that following the initial contract term, UEL will remit monthly a fair market value payment to IRSC for usage of IRSC facilities.

### **4. OBLIGATIONS OF PARTIES:**

a. UEL and its Entities Obligations:

The UEL and its Entities adhere to the following:

- i. UEL and its entities will own end-to-end development and delivery of all educational offerings, including instruction for coursework beyond the associate degree level.
- ii. UEL and its entities are responsible for shipping of products to students (if necessary) as required by course or program.
- iii. UEL and its entities to assist with job placement and career services at completion of training.

- iv. UEL and its entities will promote and market programs to region served by IRSC.
- v. UEL to coordinate schedule with the IRSC for instructional delivery.

b. IRSC Obligations:

- i. Promote and market programs to the regions served by the IRSC.
- ii. Advise students on career and academic opportunities as related to courses and programs that articulate to UEL's baccalaureate degree programs offered in collaboration with IRSC.
- iii. Provide two appropriately equipped classrooms during the evenings or weekends to facilitate in-person training.

- 5. INDEMNIFICATION AND INSURANCE:** Subject to the limits set forth in section 768.28, Florida Statutes, the Parties shall defend, indemnify, and hold one another, their Trustees, shareholders, officers, employees, students and agents harmless from and against any and all liability, loss, expenses, attorney's fees, or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, employees, or agents. This results in proportional liability such that each party is responsible for its own harm. Each party represents and warrants that it carries insurance customarily obtained in the industry in customary amounts and under customary terms and conditions to insure their indemnification obligations hereunder. Nothing herein shall be construed to be a waiver, explicit or implied, of the sovereign immunity provisions enjoyed by the IRSC as outlined in section 768.28, Florida Statutes.
- 6. CONFIDENTIALITY:** If either party has access to or is provided any records or data which is confidential or exempt from public records under state or federal law ("Confidential Information"), Contractor shall at all times comply with any and all applicable state and federal laws governing the disclosure, use and/or safe-keeping of Confidential Information and/or any Personally Identifiable Information ("PII"), as the term may be defined by state or federal law, including, but not limited to, The Family Educational Rights and Privacy Act (FERPA). This provision shall survive the expiration or earlier termination of the Agreement.
- 7. INDEPENDENT CONTRACTORS:** The Parties to this Agreement are independent contractors. This Agreement does not create a relationship of employment, agency, partnership, joint venture or license, or create any fiduciary duty or similar obligation or liability between the Parties. Neither Party has the authority to bind the other or to incur any obligation on its behalf, nor will either Party represent it as such authority.
- 8. LIMITATIONS:** Under no circumstances shall either party be liable for any indirect, incidental, consequential, special, punitive or exemplary damages, including loss of profits, even if advised in advance of the possibility of such damages. UEL may change courses or products licensed under this agreement as these offerings are updated, deleted or amended by UEL and/or its entities upon agreement by the parties.
- 9. NOTICES:** Any notices by either the UEL or the IRSC will be delivered to the addresses indicated under the signature on the last page of this Agreement and a copy will be sent to the email address

indicated below the signature.

**10. ENTIRE AGREEMENT:** This Agreement and its Incorporated Documents, constitutes the entire agreement between the parties hereto with respect to the subject matter hereof and may be altered or amended only by a written instrument executed by each of the parties hereto. This Agreement supersedes all prior agreements, negotiations, and communications of whatever type, whether written or oral, between the parties hereto with respect to the subject matter hereof.

**11. SEVERABILITY:** The provisions of this Agreement shall be deemed severable and if any portion shall be held invalid, illegal or unenforceable by a court of competent jurisdiction, the provisions shall be deemed deleted. The remaining provisions shall be deemed effective and binding upon the parties.

**12. GOVERNING LAW:** This Agreement shall be governed by, and construed in accordance, with the laws of the State of Florida, without regard to its conflict of law's provisions. The parties further submit to, and waive any objections to, personal jurisdiction of, and venue in St. Lucie County, Florida, or if in Federal Court, the Southern District of Florida.

**{The remaining of this page is left intentionally blank – Signature page is to follow}**

**IN WITNESS WHEREOF**, the Parties have caused this Agreement to be duly executed at the place and on the date above written.

**University of East London**

**Indian River State**

Name: Professor Paul Marshall

Name: Dr. Tim Moore

Title: Vice-President Global

Title: IRSC President

Signature:

Signature:

Date:

Date:

## Appendix A:

### Programs/Certificates to be offered:

**1. UEL BSc Applied Behavioral Science Top Up**

**IRSC Feeder qualifications:** A.A. Psychology (Transfer Pathway); A.S. Social & Human Services

**2. UEL BA Media & Communication Enterprise Top Up**

**IRSC Feeder qualifications:** A.A. Mass Communication; A.A. Journalism; A.A. English; A.S. Digital Media Technology.

**3. UEL BSc Marketing (Digital and Social Media) Top Up**

**IRSC Feeder qualifications:** A.S. Marketing Management; A.S. Digital Media Technology.

**4. UEL Executive MBA**

**5. UEL MSc Cyber Security Engineering**

**6. UEL MSc Public Health**

**7. Continuous professional development courses – see Appendix B for the full list of UEL CPD programs on offer.**

## Appendix B:

### CLUSTER 1 — CYBERSECURITY, CLOUD & DIGITAL FORENSICS

#### Cloud Computing:

This CPD provides an overview of the field of Cloud Computing, its enabling technologies, main building blocks, and hands-on experience. It both introduces this domain and covers the topics of data centres, virtualization, cloud storage, and various Cloud paradigms. Motivating factors, benefits, challenges, and service models will be discussed. Modern data centres enable many of the economic and technological benefits of the cloud paradigm; hence, the CPD describes several concepts behind data centre design and management.

#### Computer Security:

This CPD provides an understanding of the tools and techniques needed to protect computers, networks and internet sites from unauthorised intrusion. This will involve studying possible security risks and the application of appropriate technical, defensive mechanisms/tools to counteract cyber-crime. Main themes include: computer security, risks and threats analysis, identification, authentication, access control, cryptography and encryption, digital signatures and certificates, viruses and malware, intrusion detection and defensive measures, software protection, and security evaluation.

#### Security Management:

This CPD provides the core theoretical background necessary for ensuring security of information systems. It extends the delegate's knowledge of systems and risks management, enhances their ability to identify the problems associated with security management, and expands their ability to better manage security vulnerabilities and integrate security management with the rest of IT management. It provides practical experience of auditing information systems for adequate information security based on industry specific standards.

#### Digital Forensics:

This CPD qualifies and equips delegates with the skills and knowledge required to conduct an investigation (seizure, extraction, and examination of digital evidence from digital devices). Main themes include: computer crime investigation, incident response methodology, evidence collection and seizure procedures, how to establish and maintain a physical "chain of custody", reporting procedures within organisations, the use of technology to retrieve data and make verifiable exact forensics copy, storage of seized evidence, effective analysis of evidence, and documentation and report creation.

### CLUSTER 2 — DATA SCIENCE, AI & ANALYTICS COMMUNICATION

#### Big Data Analytics:

This CPD provide delegates with the core theoretical and practical background required for big data analytics and developing big data systems. It provides an insight into areas of big data management and advanced analytics. Delegates will develop in-depth practical skills through using tools and techniques from the forefront of the emerging field of data analytics. Main themes include: an introduction to Big Data, setting up Big Data stack, Big Data applications, data acquisition, Big Data storage, batch and real-time analysis, advanced analytics, Big Data visualisation, and legal, social, and ethical Issues with Big Data applications.

#### Machine Learning on Big Data:

This CPD provides delegates with the core theoretical and practical background required for using machine learning techniques for big data analytics and developing large-scale intelligent algorithms for big data systems. Main themes include: an introduction to data mining for Big Data, Big Data processing, Big Data classification, Big Data clustering, machine learning applications for Big Data analytics, and legal, social, and ethical issues within machine learning on Big Data.

#### Advanced Decision Making: Predictive Analytics and Machine Learning:

This CPD provides delegates with the knowledge and skills to develop a deep understanding of ways of making decisions that are based strongly on data and information. Particular focus will be on mathematical, statistical and algorithmic-based decision-making models using predictive analytics and machine learning. Various cases will be examined. The software environment will be predominantly open-source R. Main themes include: models used in decision-making, mathematics and statistical foundations of decision-making, principles of algorithm-based models, use of predictive analytics and machine learning in decision-making, assessment of accuracy, propagation of uncertainty and probabilities of uncertain events, utility vs. cost benefit/effectiveness, and maximisation of expected utility of models.

#### Quantitative Data Analysis:

This CPD provides delegates with an understanding of how quantitative data are analysed in social science research, to develop the necessary practical skills through project work using key software including Excel, and open source software packages R and SQLite, and confidence in handling large quantitative datasets. Main themes include: quantitative research processes including the relationship with qualitative research and mixed mode approaches, sources of data and official statistics; handling large data sets, data quality (metadata), cleaning and outlier detection and data integration issues, how to build a database and how to database query and export tables to other software, an exploration of univariate, bivariate and multivariate relationships, how to create data visualisations: tables, graphs and maps, various probability models and how to use them, how to formulate and test hypotheses, how to derive statistical models, and how to present and evaluate quantitative analyses.

#### Data in Context: Strategies for Effective Communication:

This CPD provides delegates with an enriching and practical learning experience, exploring theories and strategies surrounding data-driven storytelling and its crucial role in achieving success in professional environments. Throughout this CPD, delegates engage with various communication theories and strategies, critically analysing their applications in real-world scenarios and live projects. By examining their effectiveness and relevance, they develop a deep understanding of how to communicate data compellingly and impactfully. One key focus of this CPD is the mastery of crafting data stories that leave a lasting impression on diverse audiences. Whether a delegate is communicating with journalists seeking to uncover new perspectives or business stakeholders looking for actionable insights, they will learn the fundamental principles behind creating impactful narratives that resonate with different audiences.

### **CLUSTER 3 — OPERATIONS, PROJECT MANAGEMENT & SUPPLY CHAINS**

#### Managing Projects and Resilient Supply Chains:

This CPD equips delegates with advanced skills in resilient business operations. Working with real data and industry tools, they will explore how leading companies balance sustainability, efficiency, and profitability across global supply chains. The CPD emphasises practical decision-making through live business cases and market simulations. Delegates will develop expertise in operations and marketing management while considering ethical and environmental impacts. Industry engagement opportunities help them understand how successful companies integrate sustainability into their core operations. The

skills developed through this CPD are highly valued by organisations seeking to build resilient, future-ready operations. The approach to this CPD prepares delegates for leadership roles in: Supply Chain Management, Sustainability Strategy, Project Leadership, Operations Management, Business Transformation, etc. Main themes include: resilient international supply chains, resilient operations strategies, complex global projects, operational risk, and digital transformation initiatives.

#### Quality Management and Reliability:

This CPD gives insight to delegates for creating quality in products, services and engineering solutions. It further offers a holistic approach to guiding product design, manufacturing, and support as the client's expectations transition from a product-oriented model to service-oriented paradigm. The topics used at the different stages of quality management and reliability engineering in this module will be using real world examples along with their theoretical bases, strengths and weaknesses. Main themes include: and introduction to 'Quality Engineering', the economics of quality, design for quality and reliability, product and process design including innovation management., accelerated life testing and its economics, quality tools (i.e. Six-sigma, lean, Pareto, statistical analysis etc), the Total Quality System and Total Quality Management System, strategic planning and continuous improvement thinking for quality, agile engineering practices, condition monitoring and predictive maintenance, maintenance strategy and development, reliability concepts and models, synthesizing design for reliability, and reliability from a product-oriented model to service-oriented paradigm.

#### Leadership, Stakeholders and Data Analytics:

The CPD provides delegates with a holistic approach to deliver resilient engineering solutions by taking individual/ team ownerships, managing processes and creatively using tools/ data for successful engineering/ project management. The CPD will also aid in recognising the interpersonal skills required to motivate and coordinate various stakeholders to achieve specified objectives throughout the change process. Analysis of data is an important task in many disciplines. Trends, correlation of variables, quality control and minimisation of hazardous events are some examples of application of data analysis whilst making fully informed decisions for effective engineering solutions. Main themes include: leadership and people management (including teams) for change management and success, operations management and improvement, strategic management and business plans, ethics, legal issues and commercial relationships, integrating technicality into decision making support incorporating techno-economic, risk and other criteria, application of mathematical techniques to engineering management data analysis problems, analytical methods and tools for project and engineering management, and new emerging concepts in engineering management.

### **CLUSTER 4 — BUSINESS, MANAGEMENT & MARKETING**

#### Business Analytics for Impact:

This CPD develops delegates' decision-making competences and abilities in the field of Data Science (DS). Industry 4.0 and 5.0 is creating a competitive business environment full of fresh challenge and opportunity. These demand effective solutions for which business analytics plays an increasingly crucial role. Strategic analysis and visualisation of data to support effective decision making, optimises processes and creates competitive advantages. In this CPD, delegates will learn how to generate Business Intelligence (BI) from data and how to use Business Analytics (BA) to drive informed, ethical, decisions and successful outcomes. They will consider the effective management of data, statistical methods and informatic packages. This CPD will also develop delegates' understanding of the theoretical and practical competences necessary to produce and manage strategic data in a business

context. They will apply statistical methods and deploy digital tools to extract meaning and value from data supporting business performance.

#### Media and Marketing Communications:

This CPD combines practical training with investigation and study of relationships between public relations, marketing communications and media. The relationships between media and advertising are changing profoundly as they converge across digital platforms. Once settled relationships are being disrupted as advertising becomes more integrated within media and yet also more decoupled as advertising systems track and address users directly. A multi-layered convergence is underway: a convergence of marketing communications and media across corporate arrangements, production practices and identities, cultural forms, and relationships with users. This module explores the changing relationships between advertising, public relations, media and other environments where promotional communications occur, such as retail, fashion, music, sports and digital outdoor screens. This CPD considers changing relationships between brands and communications across media industries and practices and draws on a range of practitioner, industry, academic, regulatory, civil society and critical perspectives. The CPD brings together knowledge and capabilities to serve those seeking to work in branded content and digital marketing as well as those interested in investigating promotional screen industries, practices and promotional cultures. It also draws on media industries analysis, social and cultural theory, political economy, business, law and a range of contemporary critical and theoretical approaches to marketing communications.

#### Marketing in the Digital Age:

This CPD provides delegates with the ability to develop an advanced understanding of the strategic role of marketing in contemporary business. Through undertaking this CPD, delegates will have an advanced appreciation of the importance of marketing in general - and digital marketing in particular - in facilitating business success and sustainability, develop a critical understanding of contemporary marketing theory and practice, and be able to apply this understanding to practical challenges in contemporary marketing in developing strategies and tactics. Main themes include: defining marketing, understanding marketing management and marketing planning, value creation and co-creation, exploring the marketing environment and marketing research, segmenting markets and understanding consumer/customer buying behaviour, developing a brand strategy, designing marketing programs to build brand equity, designing and integrating marketing communications, e-models, e-mix, e-customers, e-tools and e-business, building relationships with multiple stakeholders, effective use of digital marketing and social media, creating market offerings for global markets, and mastering future marketing challenges.

### **CLUSTER 5 — HEALTH, BEHAVIOUR & HUMAN PERFORMANCE**

#### Behaviour Change and Health Promotion:

This CPD enables delegates to critically explore health promotion, behaviour change, and critical theory and their relevance to health promotion strategies. By taking a life course approach, they will examine the role of prevention and management strategies from an individual professional, patient and public perspective, as well as a health system and societal perspective. Examination of evidence from communicable and non-communicable conditions and from healthy start to healthy ageing will provide you with the breadth of learning for critical analysis of what works and can work. US and international examples as well as those from the UK will be covered within this CPD. Main themes include: influence of micro and macro-environments on health outcomes and levers for change, theories

of change, the ethic and politics of health promotion, design, implementation and evaluation of health promotion, co-production of health campaigns, and primary, secondary and tertiary prevention.

#### Positive Psychology at Work:

Positive psychology applied to workplace(s) focuses on ensuring delegates understand how organisations (any size, industry, etc.), and those in them, flourish and prosper and integrates academic and practitioner knowledge. We focus on what produces positive organisational bias (opposed to attempting to address maladaptive behaviours) and often relates to both physical and mental wellbeing. It will focus on strengths (opposed to limitations), capabilities and capacities (opposed to shortcomings and weaknesses), how to measure, manage, and develop them (opposed to fixing them). The main topics covered aim to develop critical thinking and perspective on: wellbeing, occupational health, positive relationships and positive leadership.

#### Positive Consultancy and Training:

This CPD prepares delegates for the role of a trainer and/or consultant specializing in positive psychology. Drawing on research in the areas of Positive Psychology, Positive Organisational Scholarship, and Occupational Health Psychology, this CPD assists delegates in understanding complex organisational needs, interpreting them from the perspective of psychological research, and developing evidence-based solutions for teams and organisations aiming at positive change. The CPD covers both theory and practice of evidence-based consultancy and training. Delegates will critically explore theoretical and methodological foundations of developing positive psychology interventions in the organisational context and will consider the ways of achieving a good fit between the theoretical intentions of the interventions and their implementation in practice. The CPD includes both theories and practical tools for developing training around different concepts of positive psychology for different audiences. It will further equip delegates with skills to facilitate and sustain optimal performance.

#### Principles and Methods for Epidemiology:

This CPD will introduce delegates to the basic concepts in the design, analysis and interpretation of epidemiological studies as well as the methods applied to public health. Main themes include: measures of disease frequency and measures of effect, population impact, effective study design with cross-sectional, intervention, cohort, case-control, and ecological considerations, effective interpretation of epidemiological studies with focus on chance, bias, confounding, causality, effect modification, effective screening, and measures of public health impact and uses of routine data for preventative strategies.

DISTRICT BOARD OF TRUSTEES



SUMMARY OF ITEM FOR  
INFORMATION

**TOPIC:** Child Development Center (CDC) weekly rate increase.

**REGULAR AGENDA OR COMMITTEE:** Regular Agenda

**SUBMITTED FOR:**        ACTION/VOTE  
  X   INFORMATION  
       DISCUSSION

**SUMMARY:**

Due to increasing operational expenses, the Child Development Center will implement an adjustment to weekly rates. At this time, the Center’s operating budget is running at a deficit and requires corrective action to ensure long-term financial sustainability.

Effective Summer 2026, weekly rates will increase by \$15 per week. This adjustment will align the Center’s rates with comparable preschool programs throughout St. Lucie County.

IRSC employees will continue to receive a \$5 per week discount in recognition of their affiliation with the College.

<u>Summer 2026</u>	<u>Fall 2026/Spring 2027</u>
Infants - \$224/week	Infants - \$280/week
Ones - \$208/week	Ones - \$260/week
Twos - \$180/week	Twos - \$225/week
Early Threes - \$176/week	Early Threes - \$220/week
Threes - \$172/week	Threes - \$215/week
VPK - \$140/week	VPK - \$175/week

**ALTERNATIVE(S):**

If we do not increase our weekly rates, we will not be able to cover our operational costs and the budget will continue to run into the negative, which is not sustainable.

**FISCAL IMPACT:**

**PRESIDENT’S RECOMMENDATION:**

SUBMITTED BY: Samantha Cullinan / Dr. Heather Belmont

DATE: 3/24/26

BOARD ACTION:

DATE:

# Child Development Center Weekly Rate Change Proposal





Classrooms	# of Children	Current Rates	Proposed Rates
Infants	11	\$265	\$280
Ones	12	\$245	\$260
Twos	11	\$210	\$225
Threes	22	\$200	\$215
VPK	18	\$160	\$175

\*Indian River State College Employee receives a \$5.00 weekly discount.



<b>Competitor Rates</b>	<b>IRSC Proposed Rates</b>	<b>Children's Emporium</b>	<b>New Elite Academy</b>	<b>Peppermint Patties</b>
Infants	\$280	\$320	\$375	\$344
Ones	\$260	\$280	\$375	\$284
Twos	\$225	\$255	\$345	\$242
Threes	\$215	\$235	\$300	\$218
VPK	\$175	\$160	\$245	\$175



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- The proposed weekly tuition rates for the Child Development Center remain competitive and continue to be lower than many other providers in the area.
  - A modest rate increase is necessary to help offset rising operational costs and support the financial sustainability of the program.
  - Funding will also support enrichment and extracurricular activities that enhance children's creativity, physical development, and social skills.
  - The center remains committed to providing nutritious snacks that support children's health, well-being, and ability to learn throughout the day.
  - Maintaining competitive salaries is essential to attract and retain highly qualified, dedicated teachers who support the growth and development of the children we serve