

# **Professional Services Agreement**

## **Community Engagement and Communication Services Between Oak Park and River Forest District 200 and UNICOM•ARC**

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### **1. Scope of Services**

UNICOM•ARC, INC. (herein after referred to as U•A) will provide professional services to Oak Park and River Forest District 200 (herein after referred to OPRF) that will include, but are not limited to, on-going program planning, creative programming and program implementation for a community engagement and education program conducted for OPRF. In the scope of work specific U•A services to be delivered to OPRF include the following:

- Assist in developing and/or reviewing a charge statement for the program
- Assist in identifying/enlisting community leadership for the program
- Facilitate the work of the program chairs/community leadership
- Provide guidance to customize a program to achieve OPRF's goals for the program
- Assist in developing/reviewing branding and communication vehicles for the program
- Attend/coordinate all meetings called to design and implement this program
- Provide guidance in development of informational presentations
- Assist in summarizing and documenting program proceedings/community feedback
- Assist in developing a report of final program summation and recommendations
- Assist in communicating final recommendations to the community
- Provide training to community volunteers working on this program

### **2. Terms Of Agreement**

OPRF retains the services of U•A for a period of beginning May 25, 2017, and ending November 7, 2018 to assist OPRF in developing and implementing a community engagement and education program within OPRF's service area. Either party may cancel this agreement with 30 days' written notice. In the event of cancellation, OPRF agrees to pay in full all outstanding invoices for all professional fees for completed performance, vendor services and out-of-pocket expenses incurred before such termination. In the event of cancellation, U•A will release any materials created during the 30-day time period to OPRF. Exhibit A is incorporated into these terms and made part of this Agreement

### 3. Fees

For its professional services, OPRF will pay U•A professional fee of \$64,600, payable as follows:

June 10, 2017	\$3,800
July 10, 2017	\$3,800
August 10, 2017	\$3,800
September 10, 2017	\$3,800
October 10, 2017	\$3,800
November 10, 2017	\$3,800
December 10, 2017	\$3,800
January 10, 2018	\$3,800
February 10, 2018	\$3,800
March 10, 2018	\$3,800
April 10, 2018	\$3,800
May 10, 2018	\$3,800
June 10, 2018	\$3,800
July 10, 2018	\$3,800
August 10, 2018	\$3,800
September 10, 2018	\$3,800
October 10, 2018	\$3,800

### 4. Expense Authorization

In fulfillment of this agreement, U•A will obtain approval of OPRF before incurring any expenses other than routine travel and graphic design. Unless U•A is directed otherwise, the OPRF superintendent (or any other duly empowered official named by the superintendent) will have authority to approve necessary expenses in fulfillment of the program. This expense authorization will apply to all expenses including production fees of approved communications, including but not limited to, public opinion research, printing, video reproduction, social media marketing or advertising, brochures, direct mail, display boards, flyers, letterhead and envelopes, etc.

### 5. Vendor/Out-of-Pocket Costs

Any necessary vendor costs to support approved programming such as, but not limited to: architectural services, film outputs from service bureaus and pre-press film houses, production of display boards, photostats, photography, printing as well as graphic art fees and directing, producing radio, video and television pieces, and media purchases will be billed by U•A to OPRF at cost. No projects or costs will be committed or incurred by U•A without prior approval. Every effort will be made to use existing resources and materials of OPRF so as to avoid unnecessary expenses. The fee for service does not include costs involving public opinion research.

6. Invoicing

U•A will invoice the OPRF via email ten days prior to the payment schedule previously outlined in this agreement. Such invoice will include all expenses and out of pocket costs. Payment shall be paid in accordance with the Illinois Local Government Prompt Payment Act, 50 ILCS 505/1 *et seq.*

7. Indemnification

OPRF agrees to indemnify and hold harmless U•A from and against, any and all losses, claims, damages, expenses or liabilities which it may incur based upon information, representation, reports or data furnished by OPRF for use by U•A. U•A agrees to indemnify and hold harmless OPRF from and against, any and all losses, claims, damages, expenses or liabilities that it may incur based upon information, representation, reports or data furnished by U•A for use by OPRF.

8. Confidentiality

The parties agree that the research, information and advice covered by this agreement is confidential and shall not be disclosed to any third person by either party to this agreement without the written consent of the other party. In addition, OPRF acknowledges that in connection with U•A’s performance of its professional services under this agreement, U•A will need to disclose certain confidential and proprietary procedures and techniques that U•A has expended considerable time, effort and expense in developing (the "Trade Secrets"). The unauthorized disclose or use of the Trade Secrets would cause irreparable injury to U•A. Accordingly, OPRF agrees that the Trade Secrets will be received and held in strict confidence.

For U•A by:

For OPRF by:

\_\_\_\_\_  
(Name)

\_\_\_\_\_  
(Name)

\_\_\_\_\_  
(Title)

\_\_\_\_\_  
(Title)

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Date:

**Request for Proposal Cover Form**

To:

Ronald Johnson  
Director of Purchasing and Transportation  
Oak Park River Forest High School District 200  
201 N Scoville Ave, Oak Park, IL 60302

From: UNICOM-ARC, Inc.  
FIRM

I have examined the specifications and instructions included herein and agree, provided I am awarded a contract within 90 days of RFP due date, to provide the specified items in accordance with the terms stated herein. All deviations from specifications and terms are in writing and attached hereto.

UNICOM-ARC, Inc.  
Firm Name

  
Signature

505 S. Ewing Avenue  
Address

Rod Wright  
Print Name

St. Louis, Missouri 63103  
City, State, Zip Code

March 9, 2017  
Date

314-535-4900  
Work Phone Number

rwright@unicomarc.com  
Work Email Address

By submitting a proposal, the provider is indicating that he/she has read, understands and agrees to all points in the proposal. Unsigned proposals will be rejected.

Please included One (1) bound copy and one (1) electronic version of your proposal



RESPONSE TO REQUEST FOR PROPOSALS  
**COMMUNITY ENGAGEMENT COORDINATOR SERVICES**  
FOR  
**OAK PARK AND RIVER FOREST HIGH SCHOOL DISTRICT 200**

***Submitted By:***

**UNICOM•ARC, Inc.**

505 South Ewing  
St. Louis, MO 63103  
Office: 314-535-4900  
Fax: 314-535-9013

***March 9, 2017***

## EXHIBIT A

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March 9, 2017

To: Ronald Johnson  
Director of Purchasing and Transportation  
Oak Park and River Forest High School District 200

Fr: Rod Wright  
President – UNICOM•ARC

Re: Proposal for Community Engagement Coordinator Services

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On behalf of everyone at UNICOM•ARC, thank you for giving us the opportunity to respond to your Request for Proposals for assistance on a community engagement program. We know of no other firm with our experience or expertise in doing this kind of work.

In many ways, we wrote the book on best practices in community engagement for school districts. When we began doing this kind of work many years ago, there were few if any models or approaches to study or replicate with respect to best practices. We learned community engagement the hard way — by doing it. And yes, we did make mistakes over the years and learning from those mistakes, in large part, has resulted in the discussion you will read in this response to your Request for Proposals.

This past January, our agency began its 47<sup>th</sup> year of business. Few firms, such as ours, manage to stay open this long. Our success is built on three basic commitments. First is to cutting edge technology and approaches. Second is to not only working hard, but also working smart. And third is an unswerving passion for client service. In short, we stay up-to-date, we work hard and smart, and we help our clients achieve their important goals.

In recent years, we have completed (or are nearing completion on) many engagement programs for school districts in the Oak Park/River Forest area — an award-winning program for Naperville CUSD 203, Elmhurst CUSD 205, Wheaton Warrenville CUSD 200, Lisle CUSD 202,

East Prairie School District 73 and Township High School District 211. We welcome you to contact any of these recent clients to discuss the quality of our work.

Below you will find an approach for coordinating a community engagement program for Oak Park and River Forest High School District 200 (OPRF). Please regard this as a starting point. After discussing this, we can make whatever changes needed. We know how important it is for each and every community engagement program be designed to fit the facts on the ground and not be some kind of “one size fits all” program. That means designing a program that takes into account previous engagement work done in the community. It may mean designing a program that focuses more on student performance than garages and pools — a discussion that should occur prior to a final sign-off on the design of the engagement program.

Assuming we get started sometime this month, our proposal assumes an 18-month period for the actual engagement program (March 2017 through August 2018). While this sounds like a long time, it isn't. It will be difficult to get much work done between now and the end of the school year. The summer break can be used for organizational work but is not particularly conducive to community engagement meetings.

Our recommendation is to coordinate community engagement meetings with the school year — scheduling community meetings from September 2017 through the end of the school year in May 2018 (with a holiday break). With a final report to the Board of Education in either June or early July, that provides plenty of time for the Board of Education to evaluate results of the program and discuss steps for implementation including a possible November 2018 referendum.

There is a lot of flexibility in the calendar and we can use survey data, plus input from the engagement program, to make a decision about the best possible election date (should that be an outcome). All things being equal (though they rarely are), higher and more predictable turnout is more conducive for positive referendum results. Time is an important factor too, of course. The more “soak time” for community engagement, the more likely a positive outcome.

Having said that, if the Board of Education is committed to a possible March 2018 election date, we can redesign the program to accommodate that timeline. A word of caution though — given the rapidly approaching end of school year, the summer break, Thanksgiving, and the need to finalize an engagement program prior to the winter holiday break — time is very short for an effective engagement effort.

One final — and very important — point must be addressed. The Request for Proposals has a very strong emphasis for creating a facility improvement plan that will support academic goals. It specifically calls for a plan to “raise academic performance for all students.” Our role in this project is coordinating a community engagement program. We are not experts on curriculum and instruction nor are we professional architects who can “create a fiscally responsible, long-term facilities plan.”



While we are confident that curriculum and instruction expertise is available at OPRF, we are not so sure about architectural expertise. That is why we have asked DLR Group Architects to join with us in this program.

*DLR is the world's largest school architectural firm. This firm has a very sophisticated understanding of the linkages between facilities and student performance. We have worked with this firm in the past and we are highly confident that DLR will bring needed expertise to the table on this community engagement project.*

Before getting into action steps, I'd like to present some information about our approach to community engagement. Following that, we will discuss a possible approach that might be used for a program in OPRF.

## Introduction to Community Engagement

Whatever the quality of a school district's plan, its ultimate value depends on whether the community is willing to support that plan — what we call obtaining community *permission* to improve the school district. In many cases, “top-down” planning by officials and others (including so-called “blue-ribbon” committees) means that the organization must convince the public — after the fact — that it has created a plan that reflects the community's priorities. Along with trying to determine the needs of the community, then, an organization is faced with the necessity of “selling” such a plan after its development, something which is, in our view, difficult and backwards.

By contrast, the community engagement process outlined in this proposal leads to a plan that is *developed* through the input, cooperation and collective decisions of community participants. As a result, the process yields a plan that is both responsive to community needs and supported at the grassroots level. If large numbers of community members are involved in *discovering* challenges and solutions, those community members will be much more inclined to *support* those solutions. Much as in the classroom, *discovery is more powerful and effective than is persuasion*.

OPRF should be commended for understanding the values and effectiveness of community engagement. We understand that much work has already been done with respect to engaging the community for purposes of facility planning. We are certain, at the end of this next program, OPRF will benefit for many years to come from the two-way communication between the community and District and the robust connections created as a result of community engagement. After a process such as the one described in this proposal, many of our clients continue to engage their community via the “branding” defined by our program.

In this proposal, we will outline a community engagement process that addresses a typical set of issues related to the needs of a school district. However, two things are important to stress about this document. First, the logic of the process and the concepts on which it relies are consistent across all of our community engagement efforts. Our experience has taught us that the structure of the engagement process is essential to its success, and this structure is *flexible enough to address any planning issues* with which an organization might be faced.

Second, each of our community engagement programs is *customized* to the specific needs of the District. The various programs on which we have worked have considerably varied regarding the “issues” or “topics” on the table. Some projects have involved developing broad parameters for a long-range plan involving both facilities and curriculum and instruction, while others have focused on more narrowly defined topics. In general, the broader the “charge” or scope of topics, the longer the process and the more community meetings that are needed.

According to the Request for Proposals, OPRF leadership is interested in implementing a community engagement program to support the development of a Master Facility Plan that

addresses a goal of raising the academic performance of students and enhancing equity so that achievement outcomes are no longer predictable by race (as indicated in the RFP) — all in a long-term, fiscally responsible manner. Without question, there are multiple issues to be explored with respect to facility improvement as it relates to curriculum and instruction and improved student performance. This overall goal brings with it a longer and more complex engagement program than, say, a goal of creating a facility improvement plan where the educational component is a given.

Because this program involves facility planning, it will require the very active participation of an architectural firm. As an option for consideration by OPRF, we invited DLR Group Architects to join with us on this project. DLR is the largest school architectural firm in the world and industry leaders in understanding the relationship between school design and student achievement. We are delighted DLR agreed to join us on the project (assuming OPRF accepts this option).

While DLR is the largest firm in the world, we know, first-hand, the high quality of service provided regardless of the size of the client. For example, we recently finished a project, teaming with DLR, in Paxton-Buckley-Loda School District (north of the Champaign/Urbana area). When on site, the DLR professionals treated this project as the most important in their portfolio of current clients. As a result of this process, the Paxton District passed a large bond proposal last November to support improving its facilities.

We offer the assistance of DLR as an option to the District. We know that firm is committed to community engagement and will be a great partner in planning and implementing this program. We are confident that your curriculum and instruction professionals will find DLR a valued partner in creating educational spaces that help improve student performance.

## Summary of Program

In our view, when a school district faces the challenge of providing optimal programs and services for its constituents, success in addressing that challenge is more likely when conducting a facility planning study utilizing a community engagement model.

In doing so, it is incumbent on the school district to educate the public about the benefits of possible solutions including helping to improve student performance. If additional funding is necessary for construction and/or, renovation, success will require a broad base of citizen consensus, involvement and support. And while the school district has things about which to educate or inform the community, community members have things about which they would like to educate or inform their school district. Effective two-way communication is imperative.

One useful way of thinking about many *unsuccessful* planning initiatives by school districts is the phrase, ***“no voice, no choice, no commitment.”*** Clearly, a community has an enormous

voice in shaping the future of its school district, but the question remains as to ***how and when*** that voice will be heard.

Being proactive and making the voice of the community a part of the planning process can — and will — increase the probability of support for any initiative, ballot or otherwise, that might emerge from this process. Because people have a voice, they have an opportunity to make a choice *and* a commitment to a solution or initiative for improving their schools.

The best way to create the necessary community understanding and support for a plan that meets the organization's needs is through an effective community engagement program.

***Community engagement achieves successful results through participatory, community-based planning and grassroots involvement.***

Community engagement also helps to identify and bring together major stakeholders in the community. These individuals can help to develop a plan and eventually work to build community support for key elements of a strategic or long-term plan.

Given these conditions and because today's citizens tend to be skeptical of government, we are recommending that organizations consider creating a plan through a ***participatory process*** that will foster citizen understanding of challenges and issues. This process will help to create a broad base of community consensus and support for implementation by including several critical elements:

- Large number of participants
- Internal “buy-in” and support
- True, two-way communication
- Data driven process that drives collective agreement and wise decision-making
- Citizen leadership
- Clear mission and agenda
- Action and accountability
- Vision of excellence

U•A has built these components into a plan that engages local communities and helps them to understand the challenges faced by public entities while, at the same time, making them a part of the solution. This document offers a description of such a process, which typically involves:

- Formation of a Citizens Group (what we call a Facilitating Team) to help create, customize and oversee development of a plan;
- Implementation of workshop-like public sessions;
- Production of effective two-way communication between residents and the organization;

- Creation of community understanding and buy-in of the plan; and
- The establishment of a volunteer network within the community that will lay the foundation of support to implement the plan.

Creating and implementing such a community engagement program is one of the strengths of the U•A team. Our staff includes a unique group of experts who specialize in public sector-related communications and public affairs. Using our combined experience, we can successfully execute a program that promotes a better understanding of the organization's needs and invites the community to help produce a solution to those needs.

Our team can also help the Board of Education and administration clearly define what their options are communications-wise, in developing and promoting a plan, and how best to execute those options. In addition, we can help officials better understand what their decisions will mean from a public relations standpoint as they begin the process of educating the public about the needs and possible solutions.

Following is an example of a typical community engagement program that supports the development and public approval of a community-wide plan. This process consists of seven parts involving ongoing and effective communications. They are:

1. Selecting a Facilitating Team;
2. Involving broad-based citizen participation;
3. Conducting public opinion research;
4. Holding topical district-wide, or building site-level, engagement sessions;
5. Developing the plan;
6. Assisting with outreach strategies to the community leadership; and
7. Assisting with outreach strategies to the general public.

In most cases, an organization staff member (administrative level person) is assigned as a liaison to work directly with U•A during the community engagement process. This person provides leadership to organization support staff members in the production of the necessary materials and documents for each meeting as described by the Facilitating Team. There are also detailed arrangements that must be put in place for each session. This might include nametags for participants, worksheets, room arrangements, audiovisual equipment and materials, and session agendas, along with the gathering and assembling of materials/documents in folders or notebooks, as well as other duties.

The liaison would also serve as an internal champion of this process. This individual must be respected by both internal and external audiences. He or she would give the program a high

profile with both organization staff and the community and would work directly with our assigned staff to make sure program details are dealt with efficiently and professionally.

We must also note that, although this is a **community** engagement program, it is imperative that the U•A team has the enthusiastic participation and support of the organization's governing board, administration and staff to succeed in this venture. Only with that internal cooperation can we succeed in showcasing an organization's needs and lay the groundwork for support that ensures the organization can continue to provide first-class programs and services for the 21st Century.

## Plan Overview

Next we offer an example of U•A's approach to conducting a school district community engagement program to support the development of a long-range plan. This process is a participatory one that fosters staff and citizen understanding of important issues and works to create community consensus in support of the plan.

It is possible that, following initial meetings with OPRF leadership, that this approach will need adjustment. Also, we strongly recommend that the Facilitating Team (see below) have some role in making adjustments to the overall approach. The program, in its final form, should be the Team's program, not UNICOM•ARC's.

## Introduction

Given the fact that today's citizens tend to be skeptical of government, top down planning is not recommended for this program. Our experience has shown that when the public is fully engaged in the planning process, many creative ideas emerge, volunteerism increases, and the community takes on an *esprit de corps* that can be positively channeled into support for a plan. When implemented correctly, community engagement results in sentiments like this one: "This plan was crafted by the people, for the people. It is time for the people to back the work of their own."<sup>1</sup>

It may sound easy, but it is indeed a challenging process. To be fully effective, it must be highly structured and guided by specialized professionals.

An outline of the process is as follows:

- A Facilitating Team (of anywhere from 15 to 25 participants) is selected that is ultimately responsible for all decisions with respect to strategy and communications.
- A broad-base of citizen participation, with representatives from the organization and members from every segment of the community is imperative. In some programs on

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<sup>1</sup> Northwest Herald, editorial section, October 25, 2000.

which we have recently worked, participation has exceeded 500 community volunteers. (A topic to be addressed at Facilitating Team meetings is how to reach out to the various organizations and types of individuals often not “at the table” in strategic planning programs. We have often found Facilitating Team members know their community and effectively brainstorm, along with our advice and consultation, effective methods to reach diverse and often hard-to-reach organizations and individuals.)

- Participatory workshops are conducted, and a variety of creative approaches are used to maximize turnout and participation.
- A public opinion survey is conducted to learn about community issues and attitudes relevant to the project.
- Participating citizens then work with appropriate officials, special experts and advisors to develop a plan or plan options.
- Once a plan or plan options are developed, we work with organization officials to communicate the plan/plan options to community leadership. It is important that these parties understand the plan, the problems it addresses, and how it affects the entire community.
- And finally, we communicate details of the plan/plan options and what it means to the general public.

### ***Action Steps***

Perhaps the most important aspect of a community engagement program is making sure that every piece of the puzzle fits together in an efficient, effective manner. The following set of steps represents a typical community engagement program that we would administer.

#### **1. Selecting a Facilitating Team/Developing a “Charge”/Branding**

While the process for developing a plan/plan options must be participatory, the process for directing this program must not. We must approach this process, from beginning to end, with military precision. We recommend creating a small (15-25 people) Facilitating Team that is ultimately responsible for all decisions with respect to strategy and communications.

More specifically, the Facilitating Team must plan and monitor the implementation of the engagement process, act as a sounding board for strategy/approaches and plan the agendas for sessions held as part of the program.

In addition to the U•A team, this Facilitating Team should be comprised of District leadership (superintendent or a senior designee) one or two members of the Board of Education, one internal-to-the-organization facilitator (the person who will make things happen internally), a representative of the organization employee union(s), citizen leadership (these should be

members of the community and not employees) and other selected experts (including, for example, architects) and advisors.

*Since the scope of work for this program involves facility improvement, it will require the very active involvement of architects or some other building improvement professional. We should emphasize, we are not architects (though one member of our staff is a certified facility planner). The facility improvement professionals will be called on to prepare the "facts and figures" that support the development of options or scenarios for facility improvements. That work is outside of the scope of our services discussed in this proposal, although we are including an option to bring onboard DLR Group Architects as a subcontractor and part of the overall team.*

One of the first tasks for UNICOM•ARC in this program is to sit down with administrative and Board of Education leadership and brainstorm the right mix of citizen leadership for this effort. Given the OPRF's past efforts at community engagement, in all likelihood it is important to get some new faces to the table. The selection of the Facilitating Team is a critically important first step to assure success of the overall program. Oftentimes our clients underestimate the importance of this very critical first step.

We have often divided the Facilitating Team into three subcommittees: (1) a communications subcommittee that provides citizen input on all materials; (2) a canvassing committee that delivers "door-to-door" material about the status of facility planning and invites citizen input on options; and (3) a community outreach subcommittee that primarily organizes a "Listener's Bureau" for outreach to community organizations and encourages organization members to have input to the process. This subcommittee could also host some kind of open house (perhaps offered at multiple times and locations) perhaps highlighting (by a tour of the buildings) facility challenges and obtaining citizen input on the options including possible next steps for implementation of the best of the options.

This group, evaluating models, processes and best practices provided by UNICOM•ARC, will craft a community engagement program uniquely designed for OPRF. This process involves selection of a name and defining activities and schedule for those activities.

UNICOM•ARC will work with the administration and/or Board of Education in developing a "charge" or set of directions for this group — what it should explore and examine, the subject matter or scope for recommendations and date by when those recommendations are anticipated. There are lots of controversial issues facing school districts in Illinois, with issues such as common core, funding, pensions, etc., so it is imperative to establish parameters (what to study and what not to study) and goals for this engagement program.



**Presented below is a tentative timeline that can be adjusted following preliminary discussions with OPRF officials and feedback from the Facilitating Team.** It is emphasized that this is only presented for purposes of a starting point for putting together a calendar. Once the “charge” is finalized, a more specific calendar can be completed.

### Calendar

Again this is just a typical calendar — based on our previous discussion of a possible timeline — that can be adjusted following initial meetings with District officials, other team members and the Facilitating Team. We offer this only for illustration.

Mar 2017 – Aug 2017: Creation of Facilitating Team/Development of Board of Education Charge/Branding. We will work with OPRF leadership in developing a “charge” for this process — the specific areas in which the Board is seeking recommendations from the community engagement program, and how previous work on the Master Facility Plan should be integrated into this process. We understand that we are not starting from scratch — much previous work has been done that should be valued and integrated into this program. That fact should be part of the “charge” given to this engagement program. So also should the overall goal of improving student performance including closing the achievement gap.

Also during this period, we will work with OPRF leadership in the selection of the Facilitating Team. This team will be responsible for the final design and implementation of the community engagement program. It will include six to ten community members (two or three of whom will be the community chairs), two Board of Education liaisons, administrative leadership, perhaps a teacher representative, UNICOM•ARC staff assigned to the process, and representatives of the architectural firm and financial advisors (*if appropriate*).

Issues to be discussed during this time include calendar, topics of engagement sessions, fine-tuning the engagement process, branding/marketing and other organizational issues. The goal is to use this time period to plan an exciting series of meetings that will begin soon after the beginning of the 2017-2018 school year.

We always “brand” our programs with a name. That name is representative of the District’s commitment to community engagement. Many districts, following completion of the

program, continue to use that name when seeking community input on important subjects. Naperville CUSD 203 is an example of successfully branding “Future Focus” for its ongoing commitment to community engagement.

Aug 2017 – Nov 2017

Three (or possibly more) community engagement sessions devoted to some “big picture” facility issues — current measures of student performance both overall and broken down into key demographic characteristics, what 21st century education looks like both with respect to curriculum and instruction and how that relates to facilities, educational adequacy indices and how district facilities rate, a conditional assessment of current facilities, etc. We recommend that workshop invitations be sent by mail and other communication channels such as social media. We also recommend that a door-to-door canvass be conducted as part of this effort to invite participants.

The goal of the first phase of meetings is to reach consensus on some big picture planning principals — or guiding principals — for driving the development of facility improvement options to be evaluated in the second phase.

***In the invitation to attend these meetings, some mention needs to be made of previous planning efforts by OPRF. Perhaps OPRF needs to clarify its concern regarding facilities as an issue that help drive improved student performance — something beyond garages and pools. While a mea culpa is likely not needed, some clarification for differentiating this effort from previous ones is needed. This would be an opportunity to contextualize this program by addressing the need for a facility improvement plan to help drive improved student performance across all types of students.***

Dec 2017 – Jan 2018

Development of options. During this period, based on input from the series of meeting held from August to November, the architects will put together various options to address OPRF’s long term facility needs. These options can vary in terms of content, phasing and financing.

Jan 2018 – May 2018

From January through May, another series of meetings will be held to evaluate the various options for facility improvements. The goal of these meetings is to reach consensus on the most

preferred option. (Or perhaps, should be the Board desire, the top two preferred options.)

- |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jun 2018 – Jul 2018 | During this time period, the leadership of the engagement program will make a formal report to the Board of Education detailing the steps that were taken in developing a long range facility improvement plan and details of that plan including suggested steps for implementation. The nature of this report (specific recommendations versus “what we heard from the community”) will be determined by the Board of Education charge to the process. Some Boards are more comfortable with “reports” and “options” rather than specific recommendations. |
| Jul 2018 – Aug 2018 | Following the report from the chairs of the Facilitating Team, the Board of Education will review the report and consider what next steps should be taken including a possible November 2018 referendum. The deadline for placing a proposal on the November 2018 election ballot will be in late August or very early September.                                                                                                                                                                                                                            |
| Aug 2018 – Oct 2018 | From this point forward, the key responsibility of OPRF is communicating the results of the engagement program to the community and, assuming a proposal is placed on the ballot, providing information about the referendum. We have included, in the fee section of our proposal, an option for helping with this phase.                                                                                                                                                                                                                                   |

*As an option, rather than conducting community engagement work sessions, it is possible to host a series of open houses to present options for facility improvement and then receive input from those in attendance. These would be “walk-through” open houses, not theater style presentations. We could supplement this approach with other methods of receiving input from the community — an interactive website, door-to-door work, and invitations via social media. This approach can be coordinated in a shorter period of time and involves less overall planning work. We don’t think, though, it is as impactful in terms of providing a solid foundation for a referendum campaign.*

Again, this is only an “example” of a schedule that could be considerably adjusted. Before putting together a more specific timeline, we need to be more fully informed of issues, deadlines, dates, goals, etc., regarding the District.

UNICOM•ARC will also work with OPRF in communicating this program and its schedule to the media and community. This may involve the development of flyers, mailers (both electronic and

printed), press releases and other types of communication vehicles such as social media. We also recommend in-person press briefings and briefings of key community leadership.

The Facilitating Team will meet regularly throughout this program to monitor, coordinate and adjust all aspects of this program.

## **2. Community-wide Participation in Workshop Sessions**

Should this approach be selected as part of developing a plan supported by the entire community, community workshop sessions should include participants from throughout the community to ensure that one area or group does not perceive that others are receiving preferential treatment. Typically, we help to form a “Citizens Group for Planning” that is a microcosm of the community, representing the range of demographic and geographic categories.

The mission will be to evaluate the conditions necessitating a facility improvement plan and then determine which option is the most cost effective to take to the community. **It is important to note that participation in this process is open to *anyone* in the community who wishes to participate.**

Recent efforts with which we have been involved have seen hundreds of community members attending these community-wide planning sessions. One of the keys for success in a program such as this is implementing best practices for both recruiting participation as well as assuring that the sessions are held in a manner to prompt ongoing participation. We learned a long time ago that one poorly planned or implemented community session has the potential of drastically lowering attendance for subsequent meetings.

There are some specifics regarding conducting the workshop sessions that are important to note:

First, each of the community engagement sessions should follow a specific timed agenda that is developed by the Facilitating Team. The session is ‘facilitated’ by the program citizen chairs as they follow a detailed PowerPoint script that has been written by a UNICOM•ARC staff member. The citizen chairs are trained and continually coached by UNICOM•ARC to lead/moderate the sessions. As consultants we are practically never ‘in front’ leading a session—again, a best practice learned through conducting numerous engagement programs.

Second, it is important to note that these sessions are not to be conducive to the format of an open forum or debate. They are work sessions, focused on results and reaching consensus or collective decisions as a group.

Third, we plan a very tight agenda for the sessions. We usually have a lot to cover in a very short period of time (all sessions are planned for a strict two hour time frame). As such, we

do not allow participants to interrupt the presenter with questions. This is communicated to participants at the beginning of each session.

Yes, participants do have questions. We ask participants to jot down their questions during the presentation and then during small group work time (about a 40 minute section of the session following the informational/data presentation) participants can raise their hand and members of the Facilitating Team get the correct individual to the table where the question is being raised. Thus answering the question of one individual or one group does not take time from the productive work of the other small groups.

We also provide several copies of 'I Have A Question/Comment' forms on each small group table that individuals may complete and leave on the table. At the end of the session these are collected and the appropriate person responds to the question within about a 48-hour period of time. Also, the question/comment on the form may, or may not, be related to the session topic.

Fourth, any conflict that may arise during the session typically happens and is resolved at the small group level. A typical small group will range from 4 to 6 participants. Participants are randomly assigned to a small group as they enter the room for the session. One of the norms we follow, for all group decision-making at all levels in the process, is that it is okay to disagree, but that should be done in an agreeable manner.

Fifth, work at each of the sessions is well documented. Following the conclusion of each session a Verbatim Document is created that contains verbatim comments recorded and turned in on a specially designed worksheet (each small group is required to submit the worksheet). Then, UNICOM•ARC staff members conduct an analysis of the data from all the worksheets and create an Executive Summary Document that summarizes the collective decision of all the groups.

We want to stress that the decisions in this process must be data-driven. If there are issues or decisions regarding facilities, it will be the responsibility of the District's architects to develop scenarios or options and help participants understand both first and long-range costs of those programs.

We recently worked with architects in central Illinois that were able to index and model both educational adequacy scores with short and long-range costs of facility improvements including 30-year operational costs (and savings of certain plans or options). While each option had various emotional responses from participants, this statistical modeling process had the benefit of turning an emotional decision into a more data-driven decision. And the more data/fact driven the process, the more likely it creates consensus for a proposed solution.

### 3. Conducting Research

We rarely work on communication/engagement program without conducting public opinion research. And following OPRF 's close loss at the polls last November, there is much that can be learned from a public opinion survey. Public opinion research is one of the core strengths of UNICOM•ARC (the "ARC" in our name stands for Attitude Research Company). We know of no other firm that has conducted as many public opinion studies for school districts as has our firm.

Without question, an important step in any successful community engagement or communications program is solid research. Typically, we conduct a telephone survey of local residents to gain a sense of public opinion toward important issues affecting a school district. We often supplement this telephone research with a set of focus groups consisting of organization staff, specific service recipients, community leaders and members of the general public. Completing this research and understanding the results are essential to the subsequent stages of the community engagement process.

While UNICOM•ARC conducts public opinion research using a wide variety of methodologies including Internet surveys and panels, without question, the best methodology for obtaining statistically accurate public opinion is through telephone surveys.

Public opinion research can be used in the context of community engagement to test ideas and issues that emerge from the process and/or identify additional priorities and concerns that need to be addressed. Importantly the survey will help drive theme and messages for the overall communications program. Without this definition, communication programs are often unfocused and rarely penetrate the marketplace.

The Facilitating Team will often determine the timing of the survey, and we will work to ensure that the survey results are utilized to help strengthen eventual plan/plan options and related recommendations.

Should OPRF officials desire, we will prepare a specific proposal for public opinion research and treat that as an "option" to this program for community engagement. It is possible that OPRF has already conducted research that can be incorporated into this program. Presented below are the basic steps involved in conducting this type of research.

There are five main steps in the research process, each of which is described below. Most often, we propose conducting a 400-500 sample survey for school districts the size of OPRF. This sample size is sufficient to break down the data by demographic categories, as well as provide a reliable measure of public opinion as it relates to the issues facing the District.

Following initial discussions with the district and development of a more complete understanding of informational needs, we may recommend either a larger or smaller sample.

**Assessing informational needs**

An important first step in designing this research project is evaluating the particular needs to be addressed by the research. Initial meetings with OPRF officials will provide guidance with respect to sampling issues. If OPRF wishes (and we highly recommend this), we will also hold up to six “input sessions” or focus groups to help us develop the content of the questionnaire. These informal focus groups might be comprised of Board members, administrators, faculty, staff, community members/senior citizens or parents. There is no magic number to six, and if there are key groups in the OPRF population from which focus group results are important, they can easily be added to the mix.

OPRF will be responsible for recruiting participants to these groups and providing a location (any kind of conference room will work). The sessions will be “hosted” and moderated by a UNICOM•ARC research professional.

The purpose of these sessions is to learn about particular issues of importance to local residents and the language they use to describe them. The language and specific concerns that emerge from these sessions would have a considerable impact on the survey instrument.

**Developing a sample**

Based on the specific needs of the district, U•A will develop a strategy to complete the proposed number of interviews. For most school districts the size of OPRF, the sample size falls into the 400-500 respondent range.

The size of the recommended sample is driven by two primary considerations: (1) overall accuracy; and (2) the desire or need to crosstabulate or disaggregate the results by demographic or classification categories such as attendance area, age of respondent, gender or some other category. This second factor — how the data is to be crosstabulated and analyzed — is the most important factor driving the sample size decision.

We offer a number of sampling options, and we will help OPRF choose the best strategy available that meets its needs. If a registered voter list is to be used in developing the sample, the district will assume the responsibility of acquiring an electronic copy of this list. We can also, should the OPRF desire, over-sample parents. Because this group is so important to ultimate referendum success, it is essential to obtain a good measure of the attitudes of this group. We also include cell phones in our samples — cell phones are becoming increasingly available and can be easily incorporated into the study. (Cell phones do add to the overall cost, though, because it is illegal for phone centers to use auto-dialers when placing a call to a cell phone number).

**Questionnaire development**

Based on a review of all relevant information, including input sessions and other meetings with district representatives, U•A will develop a questionnaire to be submitted for approval. Following any necessary revisions, a final draft will be prepared for use by our telephone interviewers.

As part of this process we will review, along with district officials, any previous public opinion research conducted by the district to determine what questions, if any, should be used on this current project for tracking purposes. This kind of time-series, or tracking data, can be very helpful in terms of assisting in the development of long-term communications programs.

We usually recommend a questionnaire with 50-60 questions taking about 15 minutes to complete. We sometimes offer options for a shorter 10-minute survey. A 10-minute survey contains approximately 30 to 40 questions.

**Fieldwork**

Once we have completed a final draft of the questionnaire, it will be pre-tested to ensure clarity before fieldwork begins. Telephone interviews will be conducted by Customer Research International, a trusted business partner with a national reputation for producing accurate and reliable survey results.

In addition to telephone interviews, we may need to supplement the sample via online surveys. If that is done, the online survey will be statistically weighted to reflect the demographics of the telephone portion of the study.

**Reporting and analysis**

Overall survey results will be made available within two business days of completing fieldwork. A subsequent final report will include the following items:

- an overview of data
- an executive summary (which includes key findings and interpretations in narrative form)
- complete frequencies (in both tabular and graphic forms)
- a complete, electronic file of cross-tabulations (which break down the responses of each question by demographic category)
- a copy of the survey instrument

In addition to producing written reports, U•A will make an in-person, formal presentation of survey results to an audience of the district's choosing.



#### **4. Sponsoring Participatory Workshop Sessions**

Because this process asks residents for a significant commitment of time and energy, some community members interested in the process might not have the opportunity to participate as extensively as they might wish.

In order to expand the grass-roots base of the community engagement process, there may be other venues available to community members—additional workshop or open house sessions could be scheduled in at the current building and at times more convenient for selected community members.

For this facility improvement process, the additional meetings could be building-based including, for example, asking participants to “grade” their building on various indices of educational adequacy (after an orientation and training session by architects).

The participatory workshop sessions have two major purposes. First, they can provide an opportunity for even greater levels of participation from community members. At the same time, the sessions provide forums in which participants can introduce new ideas and priorities to the process. The results of these meetings are then incorporated into the overall process.

A key to the success of these community workshops is the communications program that underlies the process.

#### **5. Communications for All Community Sessions**

Generally, we recommend the following activities with respect to communications:

- Invitations to the workshops that would be mailed to all community members.
- Production of an informational video or video clips for use at the workshops, but which would also be available on the District’s website and available through other venues. Our agency has made extensive utilization of videos supporting community engagement programs and would be happy to share examples.
- Newspaper ads which highlight the schedule for the workshops.
- Mail pieces and newspaper advertisements promoting the availability of the video.
- Planning with officials to develop site-level strategies for securing attendance at the workshops.

- A speakers bureau to communicate the needs that would be addressed by the plan/plan options and the planning process to various groups around the community.
- Outreach to local media.
- Effective utilization of the organization's website or special project website.
- A very aggressive utilization of social media (for recent projects, we have brought in our social media consultant, John Hickman of *MySchoolGrid*). We have found that very few school districts truly understand how to effectively use social media as a strategic communications tool or understand how to penetrate the market with its use. And as time goes by, social media becomes an increasingly important part of the overall mix of communications media.

## **6. Development Recommendations**

Following the workshops, a roll-up of results is produced based on the collective decision points developed at each of the community sessions plus input from other engagement activities. This roll-up could include descriptions of various facility improvement options and projected costs (both long and short term) and considers the various alternatives that may be available.

For this program, we envision that the "report" will in the form of "findings" from the community engagement program and possible specific recommendations for a facility improvement program along with a suggested dates for a possible referendum.

## **7. Leadership Outreach**

Once a plan is developed, we work closely with the OPRF officials to organize an intensive outreach program to community leadership. The goal of this activity is to make sure that all community leaders understand the condition of existing school facilities and the manner in which the plan addresses those issues. Also, by first communicating with community leadership, the two-step flow of information will assure that this knowledge better spreads to the general public.

## **8. Public Outreach**

During the citizens group formation and plan development stages of this program, we will assist OPRF with an informational campaign that works to better showcase the needs and to highlight the ongoing development of the plan within the community. Then, immediately after the plan has been finalized, its details must be communicated to the general public.

The following elements are usually part of our public outreach effort:

- *Speakers/Listeners Bureau*

U•A works with program citizen leadership to establish a Speakers/Listeners Bureau, which acts as an outreach arm of the organization at media events to share experiences with and answer questions about the organization and the plan to business groups, civic associations and others.

- *Media Briefings*

To help obtain media coverage of this process, we recommend holding regular media briefings at which the CEO or a organization board representative and a citizen leader of the Facilitating Team would meet with reporters and news editors who deal with public sector entities in the area, including area daily and weekly newspapers.

Besides discussing current news and issues about the organization, its needs, and the implementation of the engagement program, these briefings would also provide a unique opportunity for media professionals to become better acquainted with organization officials in an informal setting.

- *Informational Video*

We can also assist the organization or Facilitating Team in the production of an informational video that focuses on the process and issues it is addressing. This video would be made available throughout the community via multiple copies of a DVD, the District website and other opportunities.

- *District Web and Social Media*

We will also help the organization to use its website and social media site as a conduit for information about the community engagement process. Through a link on the site's main page, a plethora of information can be relayed, including meeting schedules, PowerPoint presentations, videos and consensus points. This effort will provide yet another avenue by which local residents can participate in every aspect of the process, even if they are unable to attend every meeting. Recently UNICOM•ARC has been utilizing the services of MySchoolGrid, a social media consultant. Social media, when utilized correctly (and few school districts understand how to use social media) can be a very powerful communications tool.

## **9. Ballot Certification/Informational Outreach**

Following the Facilitating Team report to the Board, and following Board deliberation on that report, the Board of Education will consider placing a proposal on the November 2018 ballot. Assuming that decision is made, OPRF should implement an aggressive informational communications program, utilizing the types of communications mentioned above, to announce this decision and explain the benefits of the proposal. UNICOM•ARC would be delighted to help with during this informational communications period and can include language, in our professional services agreement, creating an option for retaining our services for that purpose.

### **Fee for Service**

For the vast majority of our community engagement programs, following a discussion with district officials regarding our scope of work vis-à-vis what capacity the district has for completing tasks required for successful completion of the program, we estimate the number of hours we anticipate working on the program, multiply that by an hour rate for professional services, and propose a flat fee for service that is paid on a monthly basis during the implementation of the program. That monthly fee, over the past four or five years, has ranged from \$4,000 to \$8,000 for a program such as this — usually on the lower side for a District that has a communication professional on staff.

For the work outlined in this proposal, we tentatively propose a professional fee of \$68,000 for a period covering mid March 2017 through August 2018. This fee can be adjusted after a final determination of timeline and scope of services. After a determination of those factors, we will prepare a Professional Service Agreement that includes a payment schedule. This fee is comparable to our fee for other recent projects in the Chicago area and we are confident that those districts will report good value for the fee. We will include in the professional services agreement for helping with informational communications in September and October 2018 if some type of proposal is placed on the November 2018 ballot.

Excluded from the fee are out-of-pocket expenses for things such as printing, postage, other consultants, and items such as travel and graphic design. We will obtain upfront approval for all out-of-pocket expenses (other than routine things like travel) and will bill those expenses at-cost with no markup. In the production of materials, we will make every effort to utilize internal resources. Our professional fee does not include the cost of conducting a telephone public opinion survey, the hiring of additional consultants, meeting accommodations such as room setup or refreshments, or printing and mailing of materials, brochures, invitations, etc.

*For this proposal, we are treating the involvement of DLR Group Architects as an out-of-pocket expense. DLR's involvement is optional for OPRF. If DLR works on this project, it will be billed to OPRF under our professional services agreement. UNICOM•ARC will not mark-up or increase their fee for service.*

Our fee for public opinion research usually ranges between \$16,000 and \$22,000 given the size of the sample and the length of the questionnaire. Tracking survey are much cheaper. Our fee for survey work is all-inclusive with the exception of required travel. Unlike many of our clients, we do not charge for meetings to present survey results, or to brainstorm the implication of survey results on communication strategies or plans, after the completion of the project.

We have a high level of confidence, based on previous experience, that we will reach an agreement suitable for both OPRF and our agency. As noted, we most often recommend a flat fee for service with a monthly payment. There are a number of advantages, from our perspective, to this approach.

- In terms of overall cost, there is no surprise to the client. Oftentimes, when a firm such as ours bills by the hour, it creates contentiousness regarding the level of staffing, hours devoted to the project when not on site, hours billed for travel, and multiple staff members attending meetings or working on projects and materials.

*For example, in the early stages of a project, we assign multiple staff to meetings who often view an issue from different and complimentary perspectives. When billing by the hour, we sometimes get push-back from clients for "double-covering" meetings.*

- When working on a community engagement program, we are providing more than time, we are also providing a product. A flat fee for service more accurately reflects this type of professional service.
- It has been our experience, that when we are billing by the hour, clients, in a desire to be frugal, are hesitant to call or involve our staff when we want to be involved and when we need to be involved. Thus projects do not go as well as desired or needed, yet our agency and its reputation is linked to the project.
- From a cash flow perspective, a flat fee for service seems to work best for us and for the client.

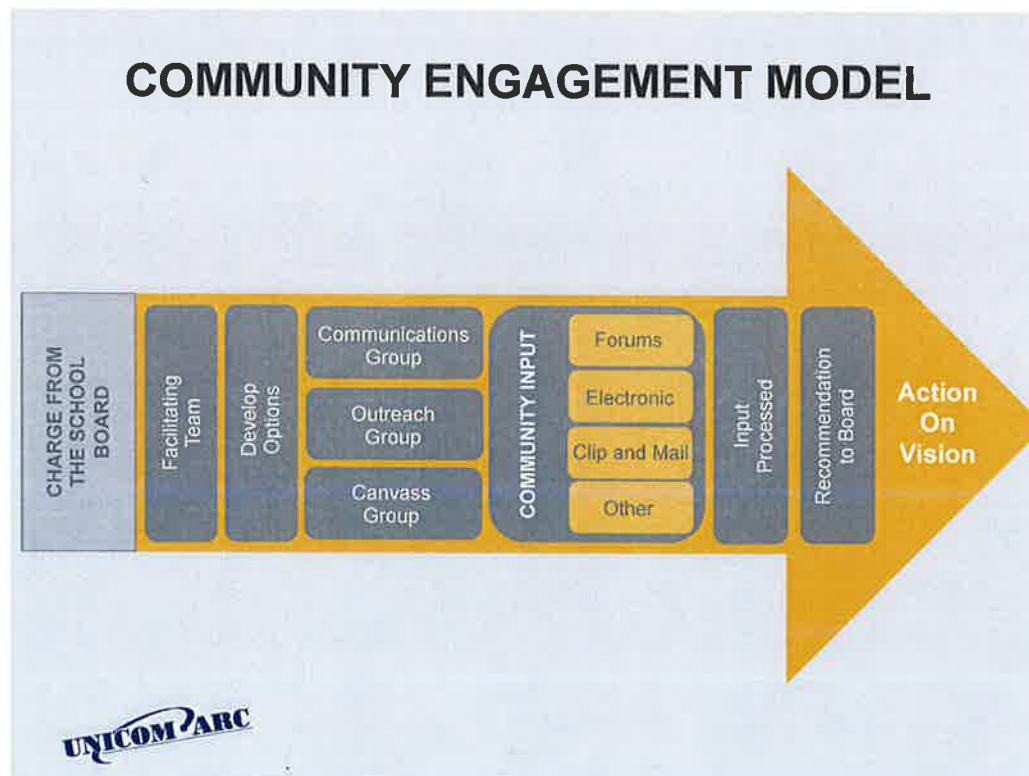
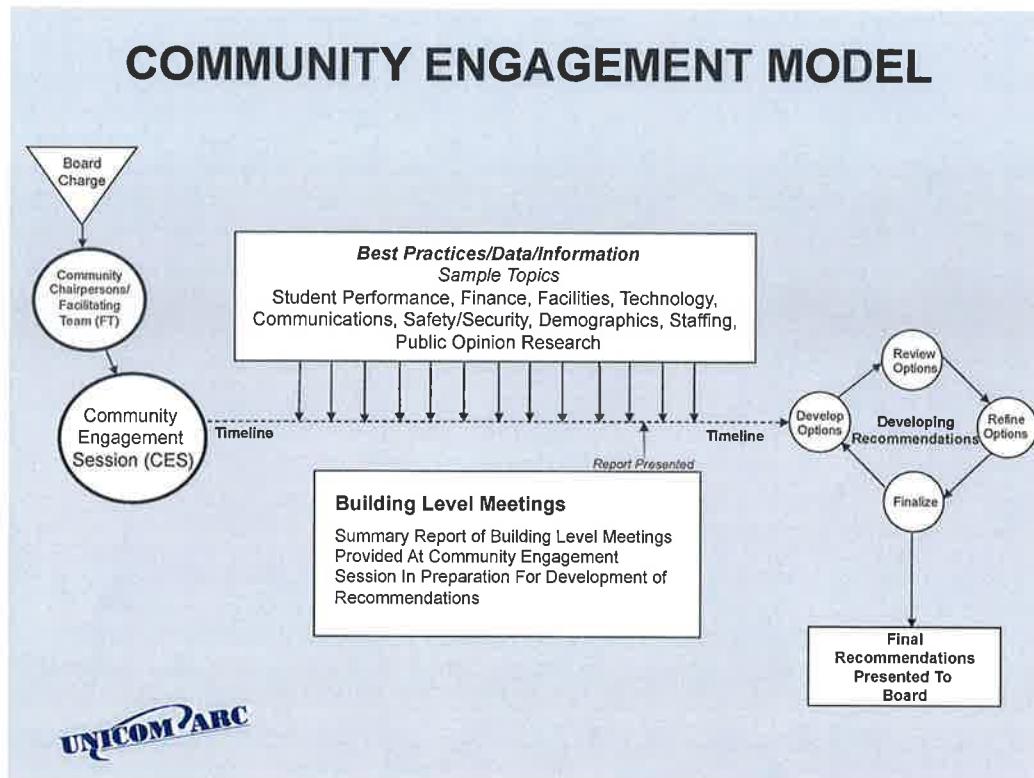
## **Conclusion**

In order to help OPRF develop and implement a facility improvement plan that has the best chance of long and short-term success, we hope that you will consider conducting a community engagement process similar to the one outlined in this document. If so, we would look forward to working with you and are prepared to begin discussing the particulars of that process immediately.

On the following pages we have provided a couple of community engagement models that have been successful in other districts; some sample logos of community engagement projects in other school districts/community colleges; and, pictures of a typical community engagement session.

We are eager to assist on this project. We are ready to get to work.

## SAMPLE COMMUNITY ENGAGEMENT MODELS



## SAMPLE COMMUNITY ENGAGEMENT LOGOS





## SAMPLE COMMUNITY ENGAGEMENT ROOM SET UP



## **CLIENT INFORMATION**

Provided below is a list of a few recent or current clients for your reference.

### **Township High School District 211**

1750 S. Roselle Road  
Palatine, IL 60067-7336

Tom Petersen, Director of Community Relations  
Phone: (847) 755-6631 email: tpetersen@d211.org

### **Paxton-Buckley-Loda, Illinois**

700 W. Orleans Street, Paxton, Illinois 60957  
Cliff McClure, Superintendent  
Phone: 217.379.3314 email: cmcclure@pblpanthers.org

### **Lisle Community Unit School District 202, Illinois**

5211 Center Avenue, Lisle, Illinois 60532  
Keith Filipiak, Superintendent  
Phone: 630.493.8001 email: kfilipiak@lisle202.org

### **Naperville Community Unit School District 203, Illinois**

203 West Hillside Road, Naperville, IL 60540  
Dan Bridges, Superintendent  
Phone: 630.420.6311 email: dbridges@naperville203.org  
  
Julie Carlsen, Director of Community Relations  
Phone: 630.420.6815 email: jcarlsen@naperville203.org  
  
Mark Trembacki, Community Chair  
Phone: 630.399.1486 email: marktrembacki@aol.com

### **Elmhurst Community Unit School District 205**

162 S. York, Elmhurst, IL 60126  
  
David Moyer, Superintendent of Schools  
Phone: 630-834-4530 email: dmoyer@elmhurst205.org

### **East Prairie School District #73**

7634 East Prairie Road, Skokie, IL 60076  
  
Theresa Alberico-Madl, Ed.D., Superintendent  
Phone: 847-673-1141 email: tmadl@eps73.net

**Bedford Central School District**

Fox Lane Campus, P.O. Box 180, Mt. Kisco, NY 10549

Jere Hochman, Former Superintendent

914-241-6011

jhockman2785@bcsdny.org

**Wheaton Community Unit School District 200, Illinois**

130 West Park Avenue, Wheaton, IL 60189

Dr. Brian Harris, Former Superintendent

(Dr. Harris was the superintendent who initiated the project at District 200. Near the end of the program he was recruited to be the superintendent at Barrington CUSD 220, Illinois. His contact information at Barrington 220 is as follows:

Phone: 847.842.3588 email: bharris@barrington220.org

Faith Dahlquist, Assistant Superintendent for Educational Services

Phone: 630.682.2002 email: faith.dahlquist@cusd200.org

Erica Loiacono, Director of Communications

Phone: 630.682.2469 email: Erica.loiacono@cusd200.org

Brad Paulsen, AIA, Member - Board of Education

Vice President - Business Development, Wight & Company

Phone: 630-969-7000 • 630-739-6705 email: BPaulsen@wightco.com

**Rockwood School District, Missouri**

111 East North Street, Eureka, MO 63025

Terry Adams, Former Superintendent

Phone: 573.366.3236 email: Terryadams1953@yahoo.com

Kim Cranston, Former Chief Communications Officer

*Current* Missouri Association of School Business Officials, Executive Director

573-644-7900

kcranston@moasbo.org

Dr. Katie Reboulet, Assistant Superintendent – Human Resources

Phone: 636.733.2189 email: rebouletkatie@rockwood.k12.mo.us

**Morton School District 709, Illinois**

1050 S. Fourth Street, Ste. 200, Morton, Illinois 61550

Lindsey Hall, Superintendent

Phone: 309.263.2581 email: lindsey.hall@morton709.org

Carol Jankowski, Communications Coordinator

Phone: 309.263.2581 email: Carol.Jankowski@morton709.org

**Iowa City Community School District, Iowa**

1725 N. Dodge Street, Iowa City, Iowa 52245

David Dude, Chief Operating Officer

Phone: 319.688.1289 email: dude.david@iowacityschools.org

**Pattonville School District, Missouri**

11097 St. Charles Rock Road, St. Ann, MO 63074

Mickey Schoonover, Director-School/Community Relations

Phone: 314.213.8025 email: mschoonover@psdr3.org

**Harper College, Illinois**

1200 W. Algonquin Road, Palatine, IL 60067

Phil Burdick, Asst. V. P. – Communications & Legislative Relations

Phone: 847.925.6183 email: PBurdick@HarperCollege.edu

**Hazelwood School District /Missouri Department of Elementary and Secondary Education**

Dr. Chris Nicastro

Retired

12318 Courtyard Lake Drive

St. Louis, MO 63127

Phone: 314-640-0061 email: Chris Nicastro <chrislnicastro@gmail.com>

UNICOM•ARC conducted multiple projects for Dr. Nicastro when she was superintendent at Hazelwood School District (which passed three bond proposals and one rate increase). We also worked for Dr. Nicastro when she led the Missouri Department of Elementary and Secondary Education.

**Hazelwood School District, Missouri**

159 New Halls Ferry Road, Florissant, MO 63031

Dr. Grayling Tobias, Superintendent

Phone: 314.953.5012 email: gtobias@hazelwoodshools.org

Dwight Lindhorst, Former Assistant Superintendent for Facilities and Finance.

Current - Chief Financial Officer, Ritenour School District

314-493-6065

**St. Joseph School District, Missouri**

925 Felix, St. Joseph, MO 64501

Kevin Kirby, Community Chair

Phone: 816.232.8439-work • 816.383.1991-cell email: kevin.kirby@redcross.org

**Clinton CUSD #15, Illinois**

1210 Highway 54 West, Clinton, IL 61727

Jeff Holmes, Superintendent

Phone: 217.935.8321 email: jholmes@cusd15.k12.il.us

**Decatur School District 61, Illinois**

101 W. Cerro Gordo Street, Decatur, IL 62523

Gloria Davis, Former Superintendent

Phone: 217.429.1109 email: gjdavis1@comcast.net

**School District of Clayton, Missouri**

#2 Mark Twain Circle, Clayton, MO 63105

Chris Tennill, Director of Communications

Phone: 314.854.6015 email: Chris\_Tennill@clayton.k12.mo.us

## **UNICOM•ARC & STAFF CREDENTIALS**

UNICOM•ARC has more than 45 years of experience in working with state and local government, and corporate clients. We know of no other full-service communications agency in the country that can rival our experience with public school and community college districts. Projects on which we have worked have won multiple awards from the National School Public Relations Association, two Golden Paragon Awards from the National Council for Marketing and Public Relations and two Magna Awards from the American School Boards Journal.

From conducting public opinion research, engaging the community in two-way conversations to plan a district's future, recreating brands, recruiting students, producing communication materials, and winning referenda, the professional staff at U•A brings together a diverse background to meet the needs of each client.

Our efforts have included:

- Implementing successful community engagement programs for dozens of school districts
- Assisting on tax increase and bond elections including referenda to support more than \$4 billion in improved facilities
- Designing and implementing comprehensive community engagement programs for some of the nation's largest community colleges
- Re-branding and image improvement work
- Production of new student recruitment materials
- Conducting communications audits and rebuilding and redesigning school district communications programs
- Developing innovative approaches for social networking and other forms of electronic communications
- Creating long range plans, including facility master plans, utilizing a community engagement program
- Assisting school and community college districts with crisis communications

Our firm is one of the few public relations firms to maintain membership in the National School Public Relations Association in addition to several state chapters of this organization. Professionals on our staff are regularly called upon to speak at regional and national conferences. Dan Burns and John Siemers, two senior members of our staff, won countless awards when serving as Director of Communications in large St. Louis metropolitan area school districts (Rockwood and Parkway School Districts).

## UNICOM•ARC PROFESSIONAL CREDENTIALS

Presented below are short resumes of our professional staff.

### **Rodney D. Wright, Ph.D., President**

A nationally recognized expert in public opinion and market research, Dr. Rod Wright joined Attitude Research Company (ARC) as its president in 1986. When ARC merged with its parent company UNICOM Group to form UNICOM•ARC, Dr. Wright became president of the combined firm. Prior to joining ARC, Dr. Wright was vice-president and director of research with Public Response, Inc., a political and business consulting firm. He also served on the faculty at Southern Illinois University-Edwardsville and the University of Missouri-St. Louis.

Dr. Wright has directed a wide variety of public opinion, community engagement and communications projects for hundreds of corporate and political clients and school and community college districts throughout the United States. Under Dr. Wright's direction, UNICOM•ARC's educational clients—when including both elementary and secondary education and institutions of higher education—span the country and range in size from under 1,000 students to more than 140,000 students. Under Dr. Wright's leadership, UNICOM•ARC has twice won the Magna Award from the American School Boards Journal and numerous other awards for engagement and communication programs.

In 1995, Dr. Wright directed a public engagement program for the Missouri Department of Elementary and Secondary Education (DESE) related to the development and approval of Missouri's Show-Me Standards for student performance. In *Education Week's* 1997 nationwide study of elementary and secondary education entitled Quality Counts, this effort was praised as helping Missouri "to avoid the debates that have characterized standards-setting in many other states where reform opponents have branded standards as 'vague' and intrusive." Dr. Wright is currently part of the team coordinating DESE's efforts to improve educational performance in Missouri making it a "top ten" state.

Dr. Wright is a sought-after speaker at national and regional conferences. He has spoken or conducted workshops for the National School Public Relations Association, the National Council for Marketing and Public Relations, the Annual Management Symposium of the American Chamber of Commerce Executives, the Annual Leadership Forum of the American Bar Association and the State Education Improvement Partnership (a collaborate effort of the Council of Chief State School Officers, the Education Commission of the States, the National Association of State Boards of Education, the National Conference of State Legislatures, and the National Governors' Association).

Dr. Wright holds a Ph.D. in political science from Washington University, where he specialized in public opinion research. He also holds a master's degree from Washington University and a bachelor's degree from William Jewell College.

**Dan Burns, Senior Associate**

Dan Burns joined the St. Louis based UNICOM•ARC communications and opinion research agency in 1999. As Executive Director of the agency's Education Division Dan designed and managed numerous community engagement long-range planning projects for school districts, community colleges and other organizations. In doing so he has worked directly with small core teams to insure the program was customized for the objectives of that organization. He has organized and facilitated stakeholder sessions of up to 600 participants. Dan knows how to integrate appropriate communications throughout a planning timeline to inform the broader public of the planning effort and build a foundation to support a spirit for implementation at the conclusion of the planning process. He has led planning initiatives that have included everything from goal setting/visioning for districts and Boards to pre-referendum work for operations or capital improvements.

Dan began his career as a classroom teacher at the middle school and high school level before spending 28 years as Director of Communications, Planning and Development for the Rockwood School District. He was widely regarded as one of the top school communicators in the nation. During his tenure at Rockwood, the District passed 13 bond proposals totaling \$240 million (including the largest school bond proposal ever passed in the St. Louis County area at that time) and three successful operating levy increases. Dan has received numerous awards from both the National and Missouri School Public Relations Associations for his outstanding work in the educational communications field. Most recently he was named recipient of the Missouri School Public Relations Association's Distinguished Service Award.

Rockwood was labeled the fastest growing (average annual growth of 1,000 students in the decade of the 80's) district in Missouri during much of Dan's time in the role of planning and development. Dan coordinated the development of demographic studies used to recommend the timing and location of new schools in Rockwood, as well as additions to existing schools. He also facilitated a variety of community engagement activities that led to the development of strategic and long-range planning documents, including the need and site selection for nine new schools. As part of this role, Dan also completed building utilization studies and attendance area adjustments to balance school enrollments with building capacities.

In Dan's role as public relations officer, he provided leadership in the design and production of brochures, flyers, newsletters and newspapers. He coordinated media relations and represented the District as a member of key community organizations. He also coordinated, planned and executed numerous special events — including the District's awards program, the District's employee orientation program, and groundbreaking ceremonies and dedication programs for new facilities.

Dan received his bachelor's degree in education from the University of Missouri-St. Louis. He holds a master's degree from Indiana University-Bloomington.



**Cindy Gibson, Senior Associate**

Cindy Gibson is a 30-year communications and public relations veteran with extensive experience in educational administration. Cindy brings a wide range of skills to UNICOM•ARC having worked in all areas of communications including journalism, advertising and marketing. As the assistant to the superintendent for communications and community services for a St. Louis suburban school district, her public relations programs, community engagement initiatives and election communication strategies earned national recognition from the National School Public Relations Association, the National School Boards Association and from national political election organizations.

In addition to public relations and communications, she is also considered a leader in school emergency and crisis planning. She was a member of a local school district that teamed with St. Louis County Department of Health and the Missouri Department of Health and Senior Services to better protect the St. Louis area in the event of a bioterrorist attack or large-scale crisis.

Cindy continues to impact educational public relations by serving as a mentor for local professionals in the field and working with the National School Public Relations Association on special projects and emergency communication needs across the country including assisting the Moore Oklahoma School District following the tornado that devastated the community.

Gibson received her bachelor's degree in Public Relations and Communications from Arkansas State University in Jonesboro, Arkansas and has her master's degree in Corporate Public Relations from Lindenwood University in St. Charles, Missouri. She earned her Accreditation in Public Relations, APR, (one of the highest certifications in the profession) in 2007.

**John K. Siemers, Senior Associate**

John joined UNICOM•ARC in 2007 after retiring as the Assistant Superintendent for District Operations (Facilities, Transportation, Food Service, Environmental Services, Material Management and Security) with Parkway School District, a 20,000-student school district in suburban St. Louis, MO. He also spent ten years at Parkway as the Director of Public Affairs and Communications, serving as president of the regional chapter of the Missouri School Public Relations Association and receiving numerous awards for excellence in school public relation work from the National School Public Relations Association. In addition John trained with the Burke Institute in qualitative research and focus group facilitation during his tenure with Parkway.

His other accomplishments include the successful completion and authorship of numerous educational research projects including safety and security, demographics, food and nutrition, discipline, diversity and instructional space. Additionally, John led several community engagement programs for district planning purposes. The 2006 "Current Realities" program

developed by John was the recipient of a National School Public Relations Association Gold Medallion award. John has also been awarded the "Pillar of Parkway" award for exemplary leadership and integrity and the Superintendent's Leadership Award.

Throughout his 30 plus year career, John has served in the public sector in a variety of leadership positions. He served eight years as the executive director of a non-profit, United Way organization and four years as an administrator of a municipal government in west St. Louis County. He completed his masters degree at Washington University in counseling psychology and participated in post graduate studies in social work at the George Warren Brown School of Social Work.

John works for UNICOM•ARC in a consulting role and with educational institutions, non-profits and municipal governments to facilitate community engagement programs, communication audits, public opinion research, facility study efforts and other communication-related issues.

#### **Jenna Engler, Associate**

Jenna Engler has 16 years of experience in the field of education as an educator in a K-12 school district, an adjunct professor and course writer at Benedictine University, and professional development presenter. While at Benedictine University she also served as the Learning Management System Coordinator at the National Moser Center for Adult Learning supporting both students and professors with online course management and maintaining the integrity of all online education master programs.

Recently, Jenna has worked as an educational consultant supporting school districts in the Chicagoland area. As a consultant her expertise includes educational leadership and communications, public relations, marketing, and social media design and development. She recently teamed with UNICOM•ARC on a highly successful community engagement program for Lisle Community Unit School District 205. Following completion of that program, she joined the UNICOM•ARC team to provide consultation and leadership on Chicagoland projects.

Mrs. Engler earned a Masters of Arts from Aurora University and Bachelors of Science from Northern Illinois University.

#### **Andrew J. Duttlinger, Research Consultant**

Andrew (Andy) Duttlinger joined UNICOM•ARC in July 2000. He is responsible for all aspects of public opinion research projects, including questionnaire design, statistical analysis, and interpretation of research results. Since joining UNICOM•ARC, he has worked on projects for a wide range of public and private entities. Public clients include Metro, St. Louis County, the O'Fallon (MO) Parks and Recreation Department, Manchester Corridor Revitalization Committee and dozens of school Councils and community colleges across Missouri and Illinois.

Mr. Duttlinger graduated from the University of Illinois at Urbana-Champaign in 1992 with a B.A. in Political Science and holds a M.A. in political science from Washington University. Mr. Duttlinger has presented original research at a number of professional conferences, including the National School Public Relations Association, Missouri School Public Relations Association and Pennsylvania School Public Relations Association. He has taught several undergraduate courses at Washington University in the fields of electoral politics, comparative politics, and American politics.

Mr. Duttlinger is a member of the National School Public Relations Association (NSPRA), Missouri School Public Relations Association (MOSPRA), the Illinois Chapter of the National School Public Relations Association (INSPRA) and the American Association of Public Opinion Research (AAPOR).

### **Jennifer Volk, Account Executive**

Since 2002, Jennifer Rolwes Volk has worked with UNICOM-ARC clients to enhance communications, increase community involvement and raise awareness levels. Jennifer's diverse background includes work in media relations, journalism, photography and graphic design. Before entering the public relations field, she worked as a television reporter for KOMU-TV, the NBC affiliate in Columbia, MO. Her experience on the other side of the camera brings clients a unique perspective to media relations.

In addition to project management on community engagement programs and election campaigns, Jennifer has worked with several clients to conduct communications audits and create strategic communications plans to increase the effectiveness of communications programs.

Prior to joining the UNICOM team Jennifer served as media relations assistant for the Rockwood School District, where she was involved in the research, production and media placement of stories involving various news and activities throughout the District. Jennifer's responsibilities at Rockwood also included planning and writing the staff newsletter. Her reorganization of this publication increased readership and received a National School Public Relations Association *Award of Excellence*. She also served as the interim Executive Director for KidSmart – Tools For Learning, a St. Louis based organization that provides free school supplies to underprivileged students.

Jennifer's skills include the development of media contact and media coverage tracking systems used to help create and monitor a successful media relations program. She also has organized special events and "Get Out The Vote" campaigns, and has experience in media buying, photography, graphic design and innovative uses of social media. Jennifer holds a bachelor of journalism degree with an emphasis in broadcast news from the University of Missouri School of Journalism.

# **DLR PROFESSIONAL CREDENTIALS**

# Firm Experience

## "K-12 Projects"

Building Design and Construction Giants 2015

#1

#1

## "Primary & Secondary Education Firm In The World"

BD World Architecture

**Architectural Firm with back-to-back MacConnell Awards for Innovative School Design**

1st

2,000

**School Projects in the Last 10 years**

## Employee-Owned

We're literally invested in your success

100%

**DLR Group believes integrated design is the practice of early collaboration in order to produce sustainable design excellence.**

DLR Group is an integrated design firm providing architecture, engineering, planning and interiors services. With over 1,000 professionals in offices located across the United States and abroad. DLR Group operates with a business structure and a culture of interoffice workload sharing. The people with whom you work are directly backed by the firm's entire resources, enabling us to immediately and effectively scale our teams to meet your needs. DLR Group combines national experience with local expertise to exercise design innovation with responsive service.

Founded in 1966, DLR Group has grown in the past 50 years to be one of the leading design firms today, recognized for design excellence as well as service and quality. DLR Group has developed a long-standing reputation for continually providing the highest level of professional services and client satisfaction on our projects.

Built on client-focused design excellence, DLR Group has more than 700 staff in offices coast-to-coast and in China and Dubai. **The Midwest region is a major architectural and engineering hub with more than 90 staff** across two offices. Our team has the depth of resources to provide to you the personal service of a consistent, dedicated team, with the added strength of our expanded staff. **Our local, Chicago office and its dedicated K-12 staff will service all District needs.**

## Recognized Leaders in K-12 Design

Our work has been recognized nationally by organizations such as AIA, ASHRAE, CEFPI, IIDA and NSBA for excellence in design of forward-thinking learning environments; in planning and community partnership successes; in design excellence and cost effectiveness; and in sustainability. Recent honors include the 2012 AIA Seattle Honor Award for our elementary school design at Federal Way Public Schools, and the unprecedented win of CEFPI's James D. MacConnell Award (widely considered the highest honor in school planning and design) for two years straight: in 2011 for Marysville Getchell High School Campus, and in 2012 for the Joplin Interim High School.

# Who We Are

**DLR Group is a global integrated design firm.**

Our promise is to elevate the human experience through design. This inspires a culture of design and fuels the work we do around the world. **We are 100% employee owned:** every employee is literally invested in our clients' success. At the core of our firm are interdisciplinary employee-owner teams, engaged with all project life-cycle stakeholders. These teams champion true collaboration, open information sharing, shared risk and reward, value-based decision making, and proficient use of technology to elevate design.

Our clients experience this through our service model: **listen.DESIGN.deliver**

## **When We Listen We Learn.**

The client knows it.  
There is trust.  
You feel it.

## **When We Design A Dream Becomes Reality.**

There is collaboration.  
Great things happen.

## **When We Deliver There Are No Obstacles.**

Only solutions.  
Clients are championed.  
Teammates are celebrated  
Everyone wins.

## Services

### **ARCHITECTURE**

Integrated Design  
BIM Modeling  
Architecture 2030

### **INTERIORS**

Programming  
FF&E  
Branded Environments

### **ENGINEERING**

MEP  
Structural  
Energy

### **PLANNING**

Master Planning  
Space Planning  
Facilities Assessment

### **OPTIMIZATION**

Commissioning  
Energy Modeling  
Energy Master Planning

1966  
DLRA opens  
its doors

1986  
Transition to full ESOP  
ownership

## DLR Group's K-12 studio believes design should be a response to the art and science of education, tailored to Oak Park River Forest High School's goals and vision.

From curriculum delivery, to school identity and culture, our design visions are a direct result of our collaboration with the educators, students and communities we serve. Research, past ideas and experiences inform our approach for the future, allowing us to create spaces that enhance opportunities for a diverse set of learners across a spectrum of landscapes. From small, rural communities to sprawling urban metropolises, DLR Group is a committed partner in shaping the future of education in hundreds of cities across the world. Clients continue to choose DLR Group because we are knowledge partners here for the right reason: to deliver solution-based, innovative spaces that drive the learning experience, excite the mind, engage the senses and bring students, teachers and communities together for educational excellence.

**1,000+**  
**Reach** 

Your design team is backed by the resources of the entire firm. This enables DLR Group to scale teams to meet your challenges and deliver specialized expertise to any location whenever and wherever it is needed. Distributed management means the best ideas can come from anywhere, and being 100% employee owned fosters a culture of entrepreneurial innovation.

### Locations

Charlotte  
Chicago  
Cleveland  
Colorado Springs  
Denver  
Des Moines  
Honolulu  
Houston  
Kansas City

Las Vegas  
Lincoln  
Los Angeles  
Minneapolis  
New York  
Omaha  
Orlando  
Phoenix  
Portland

Riverside  
Sacramento  
Seattle  
Tucson  
Washington DC  
Dubai  
Nairobi  
Shanghai

1998  
Offices nationwide adopt  
the DLR Group name

2006  
Adoption of BIM  
and Revit

2009  
Initial signatory to AIA  
2030 Commitment

2012  
#1 firm in US: Architect  
Magazine

2016  
DLR Group  
celebrates 50th  
Anniversary



## EXHIBIT A



Oak Park and River Forest High School provides a dynamic, supportive learning environment that cultivates knowledge, skills, and character and strives for equity and excellence for all students.

### BRAND PROMISE

## Elevate the human experience through design.

### HOW WE DO IT

## listen.DESIGN.deliver

WHEN WE LISTEN  
WE LEARN

When we listen, we learn. We learn from our clients, our colleagues, and our community.

WHEN WE DESIGN  
A DREAM BECOMES REALITY

When we design, a dream becomes reality. We create spaces that inspire and support learning.

WHEN WE DELIVER  
THERE ARE NO OBSTACLES

When we deliver, there are no obstacles. We overcome every challenge to ensure the best possible outcome for our clients.

## Pillars of Practice and Promise to District 200

Just as your district adheres to a Mission and Vision, DLR Group adheres to a similar approach to design with our six Pillars of Practice.



### Design

Innovative design solutions are a tactile manifestation of pedagogy; It's essential function. Our K-12 designs create identity, support school culture, and respond to the local nuances of each school community.

*Our design solution will be a direct response to the teaching in Scappoose School District; how you deliver curriculum, your identity and culture.*



### Focus on the Learner

In consideration of student and teacher needs, we foster learning via pedagogy responsive innovations to proactively promote positive outcomes.

*Ideas and experiences from our past make us all better listeners today. We pledge to listen first, to go beyond what lies on the surface and present new opportunities to creatively convert challenges into opportunities.*



### Invention

Responsive design, by nature, translates into unique design inventions which are personalized, not prototypical.

*We believe in responsive and unique solutions chosen with careful consideration.*



### 24/7/365

Learning occurs anytime, everywhere. Our role has evolved from designers of spaces to igniters of change.

*We will enhance the opportunities for a diverse set of learners by differentiating space. Variables like the type, size and purpose of each space will be defined thoughtfully.*



### Inquiry-Driven Solutions

Asking the right questions leads to the right answers. We develop meaningful solutions to educational environments through engagement, careful interpretation, and future-based thinking.

*We will be more successful together through collaboration than either of us can be alone.*



### Partnership

Being a knowledge-partner means that our expertise and international resources are at the disposal of every client.

*We will be your knowledge partners. Being a partner to our clients means that we are here for the right reasons. Being knowledgeable global experts in K-12 design maximizes each project's potential.*



**As a firm, DLR Group has provided facility master planning services for over 20 years, producing more than 400 master plans.**

## **Experience in Master Planning**

Master Planning is a process of communication among the administration, students and staff. It is an analysis of facilities and how those facilities function to fulfill the District's vision while supporting the needs of students and staff. In the Master Planning process the goal is to identify future needs and strategically plan and organize those goals. Master Planning produces a guiding document to realize the District's vision.

**DLR Group has long been recognized as a leader in the specialized field of Facilities Master Planning.** A large portion of our experience has involved the evaluation of existing facilities and the master planning for future growth. We have been involved in such specific activities as:

- **Capacity and utilization analytics**
  - Facility inventory and analysis
  - Utility inventory and analysis
  - Site evaluation and feasibility studies
  - Growth projections
- **Space analysis and planning**
- **Traffic and circulation planning**
  - Cost estimating
  - Function/user need identification
- **Scheduling/phasing**
  - Draft and final programs
- **Program specifications**
  - Fire protection/life safety
  - ADA/code compliance
  - Landscape master planning
- **Program/plan verification**
  - Asset management





## Recognized Excellence

DLR Group has been recognized as the leader in educational design, ranked as the #1 Education design firm in the world by BD World Architecture magazine. From our work on numerous education projects on campuses throughout the world, we have become well versed in responding to the needs of today's 21st Century Learning environments.

## Student Centered Design

Widespread focus on learning, personalization, collaboration, creativity, and inquiry are prompting changes in how the "classroom" is designed—moving from placing the professor as a lecturer at the head of rows of desks, to instead the professor as a coach and mentor immersed in the learning process with her students. Students and professor switch between different learning styles, or work in them simultaneously.

A 21st Century facility enables strong relationships, and organizes diverse spaces supporting inquiry-based learning; self-directed learning; project-based learning; interactive and collaborative learning, both inside and outside of the classroom.

Rapid changes in technology (and the growing availability of educational resources) are further informing ideas in how the learning studio works and is designed. Campuses are even going as far as to take new directions such as blended learning, evidenced in "The Flipped Classroom" and enabled by models proposed by Knewton or Khan academy.

## Engagement of Technology

Technology provides new means of connecting to students. Educators now utilize the tools inherent within a student's real life education in order to keep pace with their energy and attention, and to establish relevancy of the subject matter. Technology also enables us to branch beyond the confines of the physical classroom. It allows students to connect to teachers, scientists, and industry professionals and other students outside of their own campuses. With a wealth of lecture-based material available online, the teacher is freed to act as a hands-on mentor to students. Blended learning models transcend past stand-and-delivery models, engaging teachers and students as collaborators, working together to process and understand material.



Joplin High School



University of Washington Allen Library



Missouri Innovation Campus

# STEM Education and Beyond

Our experience spans K-12 Education, Higher Education, and applicable Workplace experience.



## STEM in Education

- What are lifelong critical thinking skills students need to develop for STEM careers?
- What are the pedagogies that support these critical thinking skills?
- What are the learning environments that support these pedagogies?
- How can we recruit a wider body of students, to consider pursuing careers in STEM fields?
- How can a building support STEM learning, serve as a "point of discovery" to peak interest in sustainability, science, health, and engineering?
- What is the future of STEM and Allied Health?

These are relevant questions that are critical to 21st Century High School Design, and to the future of technical and science careers in our region. DLR Group has completed more than 100 STEM facilities nationally, and we have partnered with over 75 institutions in designing facilities addressing these very questions. We participate in organizations such as Project Kaleidoscope/ Learning Space Collaboratory, Society of College and University Planning, and Labs 21 to continue to understand and further the dialogue related to STEM learning and learning environments that enhance and support STEM critical thinking skills.

## Relevant projects include:

- Marysville Getchell High School Campus
- Joplin High School & Franklin Technical Center
- Tahoma High School & Regional Learning Center
- Green River Community College, Marv Nelson Science Learning Center
- Missouri Innovation Campus
- Des Moines Area Community College, Health Sciences Building
- University of California, Physics & Geology Building
- Hennepin Tech, School of Nursing
- Illinois State University, School of Nursing
- Columbia Gorge Community College, Health & Sciences Building
- West MEC Northeast and Southwest Campus
- EVIT Health Science Center Addition

# Innovation Team

When you work with DLR Group, you connect directly with local design leaders committed to applying their expertise to your success. And because our firm is structured as a network of interconnected offices across the world, you also have access to our wealth of global experience and thought leadership. We thrive on sharing ideas, and bringing the best of the best back to our local clients.

## **DLR Group Educational Innovation Team**

As a national organization with expertise in a variety of project types, DLR Group diligently works to tap into the resources around the group and bring the appropriate expertise to your project. Our Innovation Team members are nationally-reputed experts in Next Generation educational design. Our multi-disciplinary CoLab events will be led by these experts in conjunction with our local team leadership. The process quickly and efficiently infuses the vast experiences and expertise of these thought leaders to your project. This conceptual brainstorming process is coordinated and managed through our local project leadership.

Our thought leaders have a deep understanding of their practices. They research, study, and workshop ideas and translate them into Insights that are published on our website.



# Jason Lembke

AIA, LEED AP - Principal, DLR Group

## Project Role

Principal in Charge, Programming



### About Jason

Jason Lembke brings his expertise in the planning and design of learning environments to each project ensuring opportunities are maximized and client goals are met. Jason is responsible for client and project development, programming, planning and project implementation. His work has resulted in successful referendum campaigns and authored winning grant applications. Jason has led visioning and community engagement processes for school districts across the country creating successful road maps for their future. His portfolio includes all types of school facilities from Pre-K facilities and K-8 schools to major high school campuses and support /maintenance centers. Jason was honored with both local and national "top under 40 awards" for his portfolio, community service and educational research by Engineering News Record Midwest and Building Design and Constructions.

### National Portfolio, Global

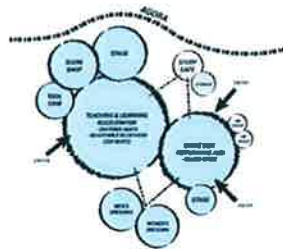
**Perspective** - Jason has collaborated with dozens of school districts to channel instructional innovation into spatial requirements

### 19 Years of Experience

Charter Member of DLR Group's Innovation Team and K-12 R&D Team

### Design Leadership

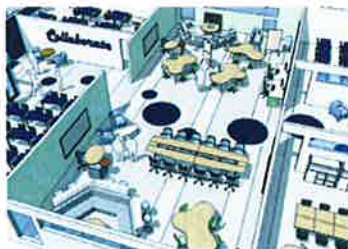
\$509 million in Educational Facilities planned, designed, and built



***"It's my job to listen first. Finding the right solution, for any community, doesn't come off the shelf. It comes from an empathetic approach and careful study."***

### Selected Experience

New Compton High School; Compton, CA  
 Agua Fria New High School; Goodyear, AZ  
 Hawthorn SD 73 Master Plan; Vernon Hills, IL  
 Barrington SD 220 Facility Master Plan; Barrington, IL  
 Rockford Public Schools; Rockford, IL  
 Educational Facility Master Plan  
 Champaign Unit School District 4, IL  
 Capacity Analysis  
 High School Planning and Programming  
 District-wide Facility Assessment (18 schools)\*  
 High School Site Selection  
 Public Building Commission of Chicago, IL  
 Chicago Vocational Career Academy Planning Verification and Audit  
 Paxton-Buckley-Loda School District Master Planning; Paxton, IL  
 Saint Paul Public Schools Master Planning; Saint Paul, MN  
 Dickinson Public Schools Middle School Design; Dickinson, ND  
 Detroit Lakes Public Schools Plan Verification; Detroit Lakes, MN  
 Jordan Middle School Expansion; Jordan, MN



### Professional Highlights

#### Education

Bachelor of Science in Architecture  
 Southern Illinois University

#### Registration & Licensing

Architect: IL  
 LEED Accredited Professional

#### Professional Affiliations

American Institute of Architects  
 Association for Learning Environments  
 (formerly CEFPI)  
 National STEM Education Coalition

## Chris Gibbs

AIA - Principal, DLR Group

## Project Role

Planning



### About Chris

Chris brings significant problem-solving expertise and an unbridled passion for creative planning to each of his projects. Responding to the needs of each client, his solutions capture the ability of facilities and other physical resources to positively and holistically transform the outcomes of education for all learners. In a career focused on education, he provides team leadership, design leadership, group facilitation, master planning and educational facility planning services.

## 45 Educational Projects

## 28 Years of Experience

Member of DLR Group's  
Innovation Team

## Staff Leadership

Regional K-12 Team Leader



***"The ability to help a client develop an educational idea and ultimately watch as students experience it firsthand is very rewarding."***

### Selected Experience

Prairie Grove Community School District 46 Master Plan, Crystal Lake, IL

Rockford School District 205 Master Plan, Rockford, IL

Bemidji Public Schools, Bemidji, MN

District Facility Master Plan

New High School, New Elementary School

Dickinson Public Schools, Dickinson, ND

District Facility Master Plan

Middle School Design, High School Design

Detroit Lakes Public Schools, Detroit Lakes, MN

Facility Needs Validation and Implementation

Jordan Public Schools, Jordan, MN

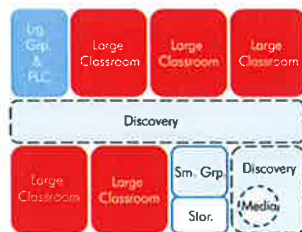
Master Plan

New High School, Elementary School Additions, Middle School Addition

Minot Public Schools, Minot, ND

Master Plan

New Elementary School



## Professional Highlights

### Education

Bachelor of Arts in Architecture  
Iowa State University

### Registration & Licensing

Architect: IL and WI

### Professional Affiliations

American Institute of Architects  
Association for Learning Environments  
(formerly CEFPI)



## James French

FAIA - Senior Principal, DLR Group

## Project Role

Innovation Team



### About Jim

Jim directs the DLR Group's national K-12 studio and is one of the most respected K-12 designers in the United States. He has led the design of more than \$1.5 billion in educational facilities and has a thorough understanding how kids learn. Jim is member of the American Architectural Foundations Design For Learning team and speaks regularly to education audiences at events across the country including the National School Boards Association; and multiple states school boards associations conferences including Kansas, Minnesota, Missouri, and Texas; the AIA Committee on Architecture for Education School Building Expo, and regional gatherings of the Council of Educational Facility Planning International.

**50+** Educational Projects

**31 Years of Experience**  
Architectural Designer

**Design Leadership**

Recognized by the industry  
for significant contribution to  
architecture



***"Our definition of 'school' must change. A school must be designed to meet the unique local needs of a district and the students they serve."***



### Selected Experience

Agua Fria High School No. 5; Phoenix, AZ  
Joplin High School; Joplin, MO  
Marysville Getchell High School; Marysville, WA  
Circle High School; Towanda, KS  
Fayetteville High School; Fayetteville, AK  
Garden City High School; Garden City, KS  
Salina South High School; Salina, KS  
Bentonville High School; Bentonville, AK  
Legacy High School; Bismarck, ND  
Spring Hill High School; Spring Hill, KS  
Battle High School; Columbia, MO  
Beverly Hill High School Renovation; Beverly Hills, CA  
Rogers High School; Rogers, AK  
Foreshore K-9 School; Shanghai, China  
Panther Lake Elementary School; Federal Way, WA  
Fairmount Kindergarten Center; Everett, WA  
North Forest High School; Houston, TX



### Professional Highlights

#### Education

Master of Architecture, Bachelor of Science in  
Architectural Studies  
University of Nebraska-Lincoln

#### Registration & Licensing

Architect: NE, MO, KS, AR, IL, MS, NJ, NV,  
KY, PA, SC, TN, TX, OK  
NCARB Certified  
Recognized Educational Facility Planner

#### Professional Affiliations

American Institute of Architects  
Association for Learning Environments  
Missouri School Boards' Association  
Kansas Association of School Boards

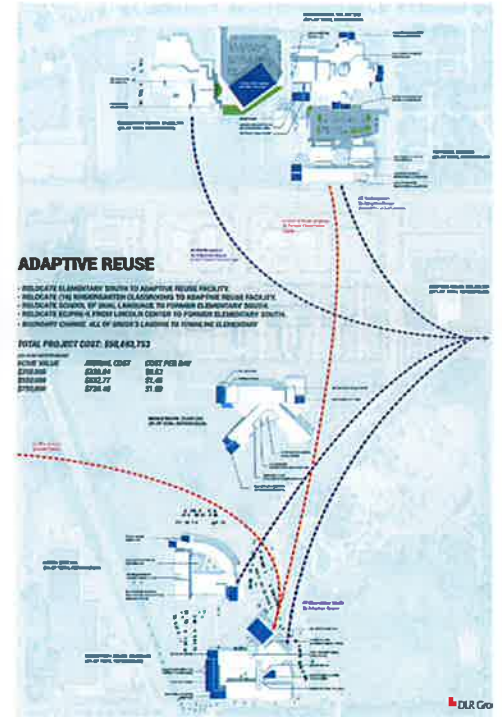
Rockford, IL | Owner: Rockford SD 205





# Educational Facility Master Plan

Hawthorn, IL | Owner: Hawthorn SD 73



Hawthorn School District 73 has a long history of academic success and growth. With six facilities sharing two campuses, space is at a premium and acreage scarce. Programmatically speaking, the District has done its best to preserve enrichment programs, art and music, however with the expected increase of more than 700 new students in the coming decade, DLR Group was hired to seek out innovative solutions to meet their needs.

The team embarked upon an exploration of the existing facilities to ascertain their physical condition, its thermal, acoustic and visual comfort, and indoor environmental air quality. With that data in hand, the team next tackled educational adequacy and the District's vision for the future of education. A plan for special education inclusion and project based learning were considered in the context of existing spaces and the opportunities provided through renovations.

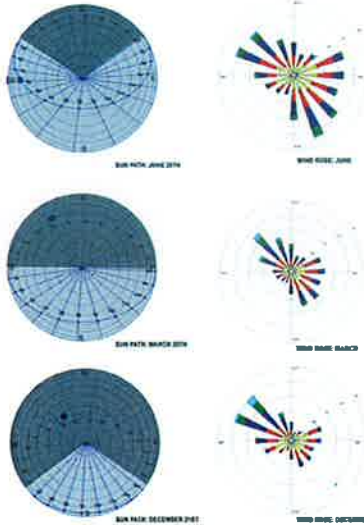
Working hand in hand with the core team, DLR Group explored concepts for additions, renovations, adaptive reuse of existing facilities within the Village and new construction to meet the needs of their students. The community was engaged and provided information on each of the options before weighing in. Ultimately, the board will seek community support for a bond referendum to address the needs.

**REFERENCE:** Nicholas Brown, Superintendent  
847/990-4244, brownn@hawthorn73.org  
**Completion date:** January 2017 (anticipated)  
**Number of Facilities:** 6

DLR Group provided master planning services.

# Facility Assessment and Master Plan

Bismarck, ND | Owner: Bismarck Public Schools



Working with local partner, DLR Group developed a comprehensive Master Plan, spatial use and facility assessment involving an extensive community engagement process. Assessments were conducted for the District's nearly 2 million square feet of existing facilities and included both physical and educational evaluations and recommended solutions.

The community engagement process was designed to provide the data and build the necessary support for successful bond election and implementation. Involving District Administrators, the Board of Education and the Community at large will be integral to the success of the project and the bond.

Subsequent to the completion of the Master Plan, DLR Group was selected with the local partner to design and deliver the resulting projects, which include district wide improvement and equity projects, a new high school and two new elementary schools.

**REFERENCE:** Tamara Uselman, Superintendent  
701/221-3700, [tamara\\_uselman@bismarckschools.org](mailto:tamara_uselman@bismarckschools.org)  
**Completion date:** March 2012  
**Number of Facilities:** 25

DLR Group provided master planning services in partnership with J2 Studio Architecture + Design.



# Master Plan Update

Crystal Lake, IL | Owner: Prairie Grove CSD 46



The Prairie Grove School District was interested in revisiting their facilities master plan with a new emphasis on creating spaces to serve 21st Century learning. DLR Group was engaged to work with the district, analyzing existing facilities for educational and operational adequacy, and develop a series of conceptual scenarios for modifying district facilities with associated costs. The selected scenarios, now integrated into the district's master plan, will shape the implementation of facility renovations and support evolving curriculum and program decisions.

The district serves approximately 800 students from early childhood through grade 8 in an elementary school serving pre-kindergarten through grade 5 and a junior high school serving students in grades 6-8. DLR Group assessed the facilities' educational adequacy to support the district's desired course offerings, developed a description of programmatic space needs, then worked with district stakeholders to fit spatial and operational requirements to existing facilities. From among the many possible solutions, those that best delivered educationally sound and fiscally appropriate results were leveraged into an integrated solution, documented and integrated into the district's master plan.

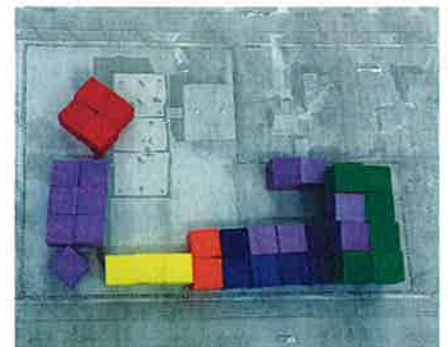
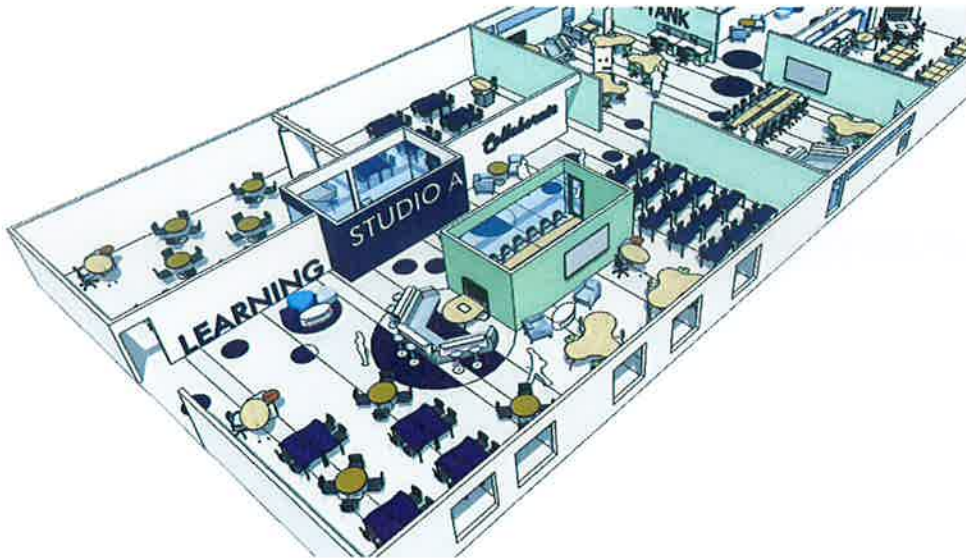
**Completion date:** May 2014

**Number of Facilities:** 2

DLR Group provided master planning services

# High School Planning

Champaign, IL | Owner: Unit 4 School District



Having spent considerable energy defining the Our Schools of Controlled Choice Program, which offers parents several options to meet their child's unique needs, the Champaign Board of Education resumed its focus on improving the educational experience at the high school level. They sought facilitation for envisioning the future of High School academic delivery and creating appropriate physical spaces to support rigor and exploration in a variety of ways within the context of planning and programming services. DLR Group worked with the Board, teachers, administrators, community members and multiple other stakeholders to discern and obtain feedback. Once defined, DLR Group was able to ascertain space needs in a program of spatial diversity in support that vision. The team developed a tiered categorization of spaces, from Tier 1 "Guided" spaces to accommodate whole class work or multiple small group configurations within, to Tier 2 "Guided Collaboration" spaces allowing greater exploration and differentiation as settings become more aligned to their subject or project, and Tier 3 "Differentiated" spaces presenting a blend of settings designed to work together as formal, semi-formal and informal learning settings. The program resulted from student choice and curricular need as a function of student enrollment patterns and the percentage of time students would spend in each kind of space, as determined by the stakeholders. The spatial metrics were

refined to preserve the district's vision within a smaller, more efficient footprint reflecting the communities desire to create lasting value. The final program describes a variety of smaller spaces that can also be used as learning spaces. Rather being tied to a specific classroom, teachers will become more nomadic as they take advantage of tailored settings best suited to the day's activities.

The district's high school population of 3,400 students is served by two comprehensive high school facilities. The design team developed a program and organizational diagrams for a new 309,000 SF replacement high school housing 1,700 students in grades 9-12. The work entailed extensive collaboration with the community, district staff, administration, teachers, students, and parent groups.

**Completion date:** N/A  
**Budget:** \$94 million

DLR Group provided Planning and Programming services in partnership with Gorski Reifsteck Architects, Inc.



# Facility Master Plan and Educational Specifications

Carmichael, CA | Owner: San Juan USD



With the passage of a \$350M General Obligation Bond, the San Juan USD selected DLR Group to develop a comprehensive district master plan that will guide facilities planning and improvements for the next 20 years.

The San Juan Unified School District covers 85 square miles and operates forty-two elementary schools, eight middle schools, nine high schools, fifteen alternative schools and nine other district facilities.

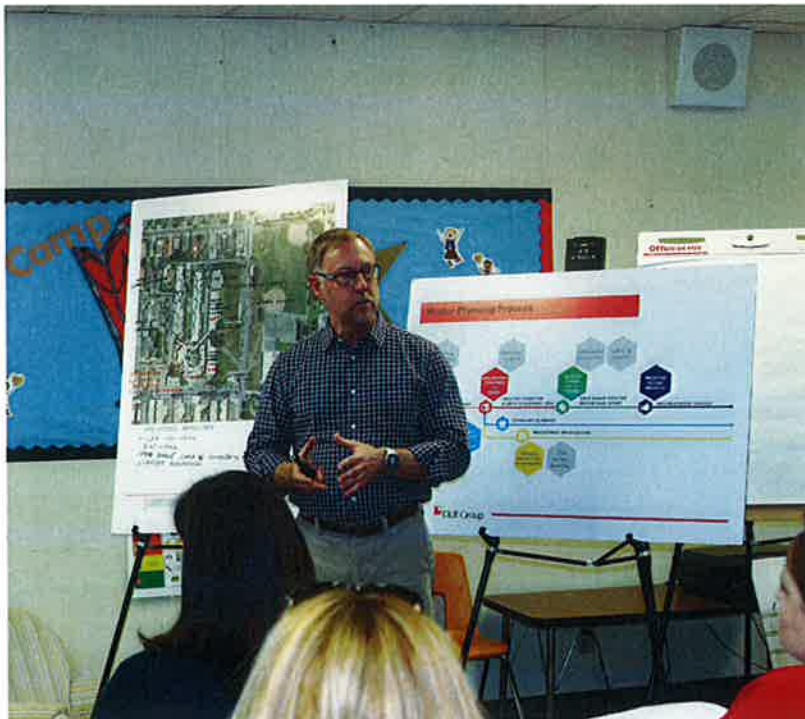
**Completion date:** April 2014

**Number of Facilities:** 68

DLR Group provided master planning services

# Facility Master Plan and Educational Specifications

Manhattan Beach, CA | Owner: Manhattan Beach USD



The development of a Facility Master Plan is an on-going task to assist the Manhattan Beach Unified School District with maintaining their existing campuses and for providing the required facilities to their students to best support a successful educational program. DLR Group was enlisted to assist the district with looking ahead ten years to develop a Facility Master Plan that would define the facility needs at each of the district's campuses and support facilities. The Manhattan Beach Unified School District's school board initiated a vision for how students learn and tasked the Superintendent and district staff with envisioning and preparing the types of spaces necessary to support 21st century student learning.

**Completion date:** September 2015

**Number of Facilities:** 8

DLR Group provided master planning services

# Facility Master Plan and Educational Specifications

Sacramento, CA | Owner: Natomas USD



With the possible lifting of a construction moratorium in the Natomas region of Sacramento, the Natomas Unified School District enlisted DLR Group to do a physical assessment of all Natomas USD facilities and prepare a facilities master plan for the District. With an eye on repairs, future growth, and possible school grade realignments, an overall assessment of the physical conditions and educational environments of facilities is critical in planning for today and the future of the District.

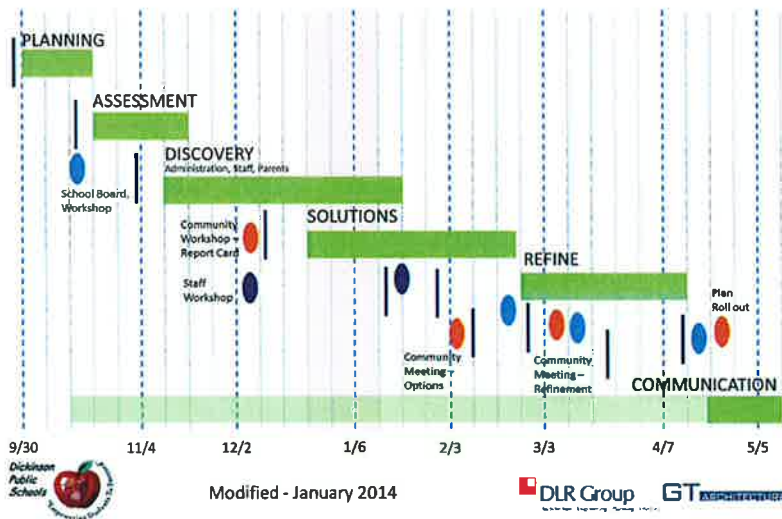
**Completion date:** May 2014

**Number of Facilities:** 18

DLR Group provided master planning services

## Facility Master Plan

Dickinson, ND | Owner: Dickinson Public Schools



A combination of aging facilities, educational delivery changes and growing enrollment numbers led the Dickinson Public Schools to the need to develop a long range facility master plan. DLR Group was retained by the district to assess all nine of the district's educational facilities and, through a interactive engagement process, work with staff and community members to identify challenges and identify potential solutions for the facility needs of the district. Because of Dickinson's potential for extensive growth, DLR Group developed a master plan solution that is based on future enrollment "triggers" to allow the district to strategically and systematically meet the needs of the community.

**Completion date:** May 2014

**Number of Facilities:** 9

DLR Group provided master planning services in partnership with GT Architecture



## Facility Master Plan

North Little Rock, AR | Owner: North Little Rock School District



DLR Group is known for our interactive, community based planning approach that builds consensus and engages all stakeholders in the planning process. We partnered with the North Little Rock School District (NLRSD) and community for 10 months to develop a long-range Strategic Facilities Plan to enhance the learning environment for its students and staff. The plan includes a demographic study of the district to analyze enrollment trends and projections, a comprehensive review of all district facilities, and community engagement meetings to set the short term and long term "Vision" of education for NLRSD.

**Completion date:** February 2011

**Number of Facilities:** 28

DLR Group provided master planning services

## Facility Assessment, Master Plan

Jordan, MN | Owner: Jordan Public Schools



DLR Group's team worked with district officials to assess all three school buildings, then update the master plan document to align it with current educational goals. A bond election allowed work focused on a thorough overhaul and expansion of the middle school to transform it into a modern, state-of-the-art 21st Century educational environment. A second question funded an adjacent community education and recreation center with athletic facilities, fitness center and multi-purpose community room that will be shared by both the community and the district.

**Completion date:** July 2013

**Number of Facilities:** 3

DLR Group provided master planning services

# Project Approach

## Project Methodology

Our team of innovators and experts will work collaboratively with your District, your community, business partners, and stakeholders to discover, develop and deliver solutions tailored to your educational vision. We recommend a core team or steering committee be developed that can help guide our team with well-timed decisions and other considerations.

We envision a process as outlined below. The metrics and topics become much more diversified as the work progresses. The key to success in visioning is maintaining **"the student" as the driver** of the conversations with all other topics tangentially related.

21st Century literacies will be explored in various ways through stakeholder driven conversations; things like technology integration, engaged learning, co-curricular opportunities, the many modalities and academic relationships will be explored. We contend that the **traditional 'rules of thumb' are no longer relevant** in school planning, and therefore, it places more demands upon the team you select. Our **innovation** comes from our ability to act as **translators and provocateurs** with the goal of finding opportunities for space(s) to support the vision that's ultimately developed.

## Definition: What is an Educational Facility Master Plan?

Historically speaking, master plans were developed in response to capital improvement needs and enrollment trends. While those two components are still foundational elements in planning today, the perspective captured in modern planning has broadened.

DLR Group facilitates Educational Facility Master Plans (EFMP); a holistic view of educational facilities and their very purpose develop into options that create lasting value. Your vision, pedagogy, student experience, facilities educational readiness and environmental goals will also be integral to this EFMP. In short, the relative ability of your learning environments to support the evolution of teaching and learning already ongoing within the District must, in our opinion, be considered in order for an optimal plan to be developed.





## EXHIBIT A

### Goals:

The list of goals will be developed in collaboration with District leadership. Furthermore, we will also define the framework within which the Educational Facility Master Plan will respond.

This framework will outline key parameters in two ways: "must have" and "cannot do." These parameters will help define what a successful plan must address. You may say that "the final EFMP cannot redraw District boundaries" or that "we must have a solution that supports staggered start times" or "affords us energy reductions of 50% in ten years." While very important to define, the parameters can also be too onerous and restrict options for innovation. We will work together to ensure the right quantity and quality are itemized at the outset.

### Collaborative Approach

Our role in this process is to generate and analyze information, share ideas, develop options, and offer guidance in decision making. We believe that it is our responsibility to challenge you to think differently about your facilities and how they can help become assets to continued excellence in academics and operations.

Engaged collaboration is critical in creating a reciprocally beneficial EFMP for the communities served by District 200. Diverse voices giving input and collectively discovering opportunity, in our experience, ensures that plans are empathetic, meaningful, and specific.

We believe in an engaged process where stakeholders from all areas of interest in the District can 1) develop a common understanding of the objectives, 2) proactively dialog, and 3) collaborate to consider available options.

### Communication

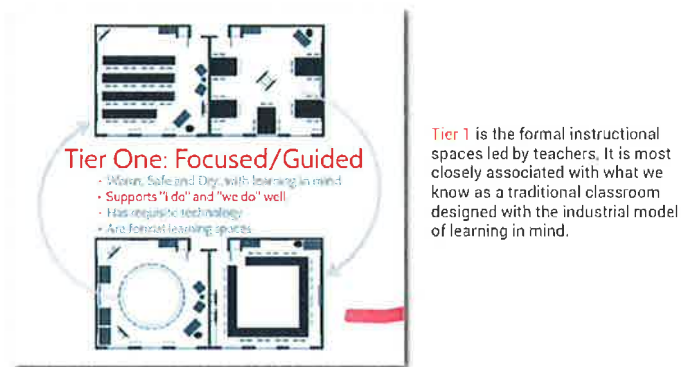
**High Tech:** Our process includes several mechanisms by which the community can learn about the EFMP and process milestones. We recommend that the District utilize existing channels of communication (Infinite Campus, Facebook, Twitter, Instagram, etc.) to amplify information.

**High Touch:** After meeting with District leadership, we will collaboratively determine which community groups and stakeholders should be engaged at various points in the process. Early interaction tends to be a "temperature gauge" on general opinions that community groups have about the District. After Phase One: Deeper Understanding, community groups will have the first round of meaningful data to react to. During latter phases, community groups will be engaged to help refine and validate options through informal and formal feedback channels. The formal channels usually are virtual, telephone and/or in person

surveys. Some districts elect to hire a consulting firm to scientifically poll the community in preparation for final plan adoption or potential bond funding.

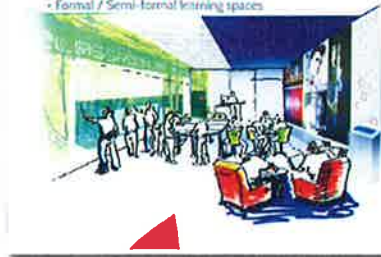
### Co-Labs

To engage your stakeholders, we will host a series of collaborative and interactive workshop sessions that we call Co-Labs. Co-Lab activities will include: informational presentations, direct input, feedback, and hands-on activities.



### Tier Two: Guided/Collaborative

- Support greater exploration
- Spaces become aligned to their subject
- Building toward "you do it together"
- Formal / Semi-formal learning spaces



Tier 2 is a more collaborative instructional space led by both teachers and students in groups. It is more specialized towards a targeted curriculum and allows instructional settings to be created within each learning environment.

At the highest level, Tier 3 facilities incorporate individualized instructional settings and allow for a full expression of a school's pedagogy. In Tier 3 facilities, teachers and students have the freedom to use the facility as the lesson requires. For instance, Algebra may begin in room 101, but after a brief introduction may shift to the STEM lab or to small group spaces like think tanks or a presentation space where students can Skype with mentors around the globe. The facility is as much about exploration as the curriculum is.

### Tier Three: Individualized

- Full expression of pedagogy and culture
- Supports all levels of "I do," "we do," "you do it together" and "you do it alone!"
- Allow for multiple levels of instruction
- Allow for multiple types of spaces for a single course
- Examples: Semi-formal and Informal learning spaces



## EXHIBIT A

With that in mind, we would like to propose three levels of leadership and stakeholder collaboration:

**CT The Core Team**

**Knowledgeable** in District practice and principles, this group will be empowered to help make intermediate determinations and provide input to the architectural and engineering team. They are charged to do so while considering all perspectives and information presented with the best interest of the District and its vision in mind. The Core Team will also make recommendations to the Board of Education when appropriate. This group could include 8-14 members with diverse experience and roles and who are committed to the process. Core Team members should be available to meet at regular intervals as often as weekly in the final stages of the process.

**PrU** Primary Users  
Administrators

Administrators, Teachers and Students, as primary users, will be engaged in activities during our Co-Lab (collaborative workshop sessions) designed to provide specific input and directly impact the direction of the plan. These groups can range in size but tend to have 24 participants or so. Student groups will likely meet separately. We will also separately survey all teachers and building administrators on thermal comfort and other IEQ-related measures (see 1b and 1fii below).

**Cm** District 200 School Community  
Parents, community members, i

**1** Parents, community members, interested civic and business partners will be invited to participate in Co-Lab workshops designed both to educate them on the District's Vision and current conditions as well as seek vital input on the future opportunities. These meetings are ideally sized at fewer than 150 people, however, we can certainly make the necessary accommodations to location and participation for larger groups if the needs arise.

During one discovery exercise, teachers were asked to consider what they would “tell” their high school selves “knowing what they know now.” This activity and subsequent discussion translates into how teachers can help their students meet the future head-on through these learning lessons.



DLR Group staff use observational research and stakeholder input to develop "a day in the life" of a course to be taught ten years in the future. The activities, student groups, and modalities are all relevant in planning facility solutions that hold future value.

## Step One: Deeper Understanding

### a. Plan the Plan

This kick-off meeting with your administrative team will formally outline the process, set the goals and framework for the EFMP, and start to assemble names for each of the three stakeholder groups. We will also outline major meeting dates.

### b. Initial Understanding / Data Transfer

We want to take time to understand existing data at hand (strategic planning, teacher surveys, instrumentation, condition reports, health life safety reports, existing drawings, ongoing committee work, etc.) so that the process is tailored to the excellence you've achieved. With that in mind, we may adjust the process outlined within this draft.

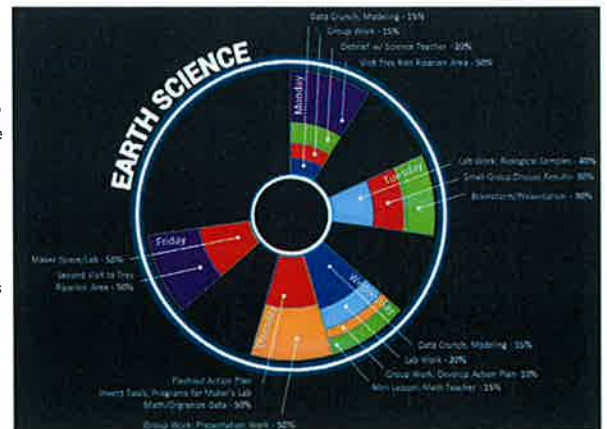
### c. Demographics / Capacities

Utilizing a fresh Kasarda report (should be commissioned by the District as soon as possible), we will develop infographics of each campus with projected building level enrollment impacts and capacities. Note: The EFMP options will be developed with capacities in keeping with Board policies on class size.

- i. Program data modeling is an important tool when considering high school and more advanced space requirements coupled with choice. To start, we will capture raw data from the high school and input courses into the model to develop a baseline model. Once validated, we will seek out inefficiencies and future course changes to derive options during programming.

d. A Day in the Life of a Student

We like to have a first-hand understanding of how you currently deliver education. To do so, we will become “students for a day” and observe classes of your choosing at various schools/levels/ types (to be defined). We will log





## EXHIBIT A



student activities and how they cluster (full class, small group, individual, partner, etc.) as a percentage of class time. Additionally, we will survey teachers for "sample" week activity logs to capture what we may not see. This will develop a baseline by which future instructional scenarios can be statistically compared.

### e. Listening Tour

We will engage primary users in 30 minute meetings to understand current needs and curricular shifts (either underway or planned). The goal is not to locate missing electrical outlets or door squeaks; rather this should benchmark suitability of spaces to meet teaching and learning objectives.



### f. Assessments

In order to provide you with a complete picture of physical condition, educationally adequate capacity scenarios and the opportunities for future educational readiness, we plan to begin with two concurrent assessments. Later in the process, during the Discover Phase, these items will be prioritized for inclusion into the EFMP.

- i. Educational readiness in keeping with design guidelines in support of the District's vision and goals. Each of the building's respective readiness will be graded on a relative scale of its ability to support the vision. EFMP solutions will be developed to increase readiness.

### ii. Physical Condition Assessments/Surveys for each building:

- o Building Envelope Analysis (includes thermal imaging of walls)
- o Visual inspection of interior conditions (walls, doors, ceilings, floors)
- o Indoor Environmental Quality (lighting, ventilation, CO2, visual comfort survey, thermal comfort survey, VOCs)
- o Order of Magnitude Costs associated with Capital Improvements

### g. Co-Lab One: District 200 School Community Introduction (two hours)

After the above activities are complete, we will be ready to meet with the Board/School Community to share the foundational data/information, outline the process, and obtain general feedback. This point in the process will also signal the first Core Team meeting as they are informed on the process and work to date. In the past, this has been a special Board meeting so that there can be dialog between the full Board and community on the information presented.



## EXHIBIT A

### Step Two: Discover/Explore

This phase focuses on exploration and building common understanding among the stakeholders prior to formal planning options.

#### a. Global Perspective (90 minutes)

Pulling in resources and expertise from around DLR Group, we will present topics touching K-12, higher education, and workplace around the globe. We will follow the presentation with group work designed to gain feedback from the stakeholders on what the future might hold for District 200.

#### b. Facility Tours

A critical step in the process is facility tours. This affords selected members of the Core Team and Primary Users to see how other facilities can be visionary in their support of Curriculum and Instruction. We recommend that a short list of locations be developed for consideration, including both school and non-school facilities. If travel outside of Illinois is planned, we recommend that the Core Team be divided into small groups and split the trips, accompanied by DLR Group team members if the project budget doesn't accommodate larger groups traveling to each location.

#### c. Co-Lab Two: Sustainability Charrette/UX (three hours)

Designed to set the stage for success in sustainability and user (student, teacher, administrator, community) experience when utilizing the facilities, we will inform stakeholders on opportunities to build upon the great work in place at District 200 and benchmark future goals that the master plan will address through key performance indicators.

#### d. Idea Walls

Student input is critical to the process. We will engage them within the Primary User format in small groups, but in order to gain a much broader perspective, we will use Idea Walls to listen to what they need.

Informal Version: We will use large post it pads in school commons areas and offer students a place to write down ideas and draw pictures in response to specific questions.

Formal Version: We will work with you to task cohorts of students (classes, clubs, or the like) with specific research- or inquiry-based questions. In the past, these activities have been conducted as class projects within curriculum.

#### e. Co-Lab Three: Curriculum and Instruction (90 minutes)

With a wealth of information and input, we will gather to create a day in the life (2026) charting a course for several future stakeholders and beginning to frame the context of the plan.

#### f. Board of Education:

At the conclusion of the Discover Phase, it will be time to present the summary information and design guidelines to the Board of Education. We recommend that the design guidelines receive Board of Education comment and possibly approval before proceeding into the next phase.

CT

PrU

CT








## EXHIBIT A

### Step Three: Program

Leading into this phase of work, DLR Group will spend time organizing and further developing the data at hand in order to inform the options.

- a. **Co-Lab Four: Program Development (90 minutes)**  
This session will work directly with curriculum leaders to determine future opportunities for curricular expansion at all school levels (ES, MS, and HS). 
- b. **Co-Lab Five: Program Refinement (90 minutes)**  
We will work through options by adjusting administrative variables and revealing the impact on space with each iteration that is developed. Programs will be refined for all school levels (ES, MS, and HS). 
- c. **Fit Analysis**  
We will develop three 3D District program models to show the proposed changes and how they interrelate. The models are not a building design or architecture; rather they are visualizations of the data. These models will illustrate areas of possible new construction, renovation, or redevelopment within the schools as a means to further the conversation. The fit analysis serves as verification of programmatic information. 

### Step Four: Conceptualize

We will have a series of Core Team meetings during this phase of the process. It's likely that they will be scheduled weekly as options come into clearer focus.






- a. **Conceptual Design & Relational Diagrams**  
Innovation comes alive through graphics, sketches, and virtual reality that portray key ideas and concepts for community information. This step is



particularly important to convey complex ideas that require specific campus interpretations. Once we understand outcomes of the first three phases, we will be better able to determine the graphic needs under this phase.

- b. **Order of Magnitude Cost Models**  
Order of magnitude costs models will be developed based upon the prioritized assessment items and fit analysis. The models will be forecast with expected cost escalation through the EFMP plan options completion and be conservative in nature.

### Step Five: Game Plan

- a. **Co-Lab Six (Series): Share, Inform and Refine (90 minutes each)**  
In order to receive community input on the (presumed) three options, we will help the Core Team host three informational sessions around the School Community and in each of your schools. DLR Group and Core Team members will be making these presentations collaboratively.   
  

- b. **Co-Lab Seven (Series) : Synthesize /Refine**  
We will facilitate this Co-Lab so that the information gathered from the community input can be prioritized and infused into a recommended EFMP for Board of Education consideration. Note: it is likely that more than one meeting will be required for the Core Team to arrive at refined options to take to the Board of Education. 
- c. **Board Presentation:**  
At the conclusion of the Synthesize/Refine Phase, an EFMP presentation will be made by the Core Team to the Board of Education for discussion and consideration of plan implementation. 
- d. **Publication:**  
This will signal the launch of the virtual Educational Facility Master Planning microsite and communication roll-out of final plan materials.
- e. **Relate the Need**  
As important as any of the above steps, information shared will be instrumental in educating your collective school community on your needs. Educational Facility Master Plans should communicate vision and strategy, but not "wants." That's the essential value proposition that will be conveyed.
- f. **Adoption/Ballot Question**  
Should a ballot question be required to support the needs, the EFMP process will formally conclude with the adoption of the plan and placement of the ballot question by the Board of Education.

# **UNICOM•ARC FORMS AND REQUIRED INFORMATION**

## EXHIBIT A

### CERTIFICATE OF ELIGIBILITY

Rod Wright, UNICOM•ARC, Inc. (the "Contractor"), pursuant to Section 33E-1 et seq. of the Illinois Criminal Code of 1961 as amended, hereby certifies that neither (he, she, it) nor any of (his, her, its) partners, officers, or owners of (his, her, its) business has been convicted in the past five (5) years of the offense of bid-rigging under Section 33E-3 of the Illinois Criminal Code of 1961 as amended, that neither (he, she, it) nor any of (his, her, its) partners, offices or owners of (his, her, its) business has ever been convicted of the offense of bid-rotating under Section 33E-4 of the Illinois Criminal Code of 1961 as amended, that neither (he, she, it) nor any of (his, her, its) partners, officers, or owners of (his, her, its) business has been convicted in the past five (5) years of the offense of offering or providing any kickback under Section 33E-7 of the Illinois Criminal Code of 1961 as amended, and that neither (he, she, it) nor any of (his, her, its) partners, offices or owners of (his, her, its) business has ever been convicted of the offense of bribery under Section 33E-8 of the Illinois Criminal Code of 1961 as amended.

UNICOM•ARC, Inc.

\_\_\_\_\_  
Name of Company

Rod Wright, President

\_\_\_\_\_  
By (Name and Title)

March 9, 2017

\_\_\_\_\_  
Date

EXHIBIT A

**CONTRACTOR'S INFORMATION SHEET**

Name of Company Preparing  
Proposal:

UNICOM-ARC, Inc.

Street Address: 505 South Ewing Avenue

City, State, Zip: St. Louis, Missouri 63103

Telephone Number: 314-535-4900

Fax Number: 314-535-9013

Name of Person Submitting Proposal:

Rod Wright, President

Chicago Area Office N/A

Contact Person:

Email:

Phone Number:

Street Address:

City, State, Zip:

Signed:



Date: March 9, 2017



EXHIBIT A

Oak Park and River Forest High School  
District 200  
201 North Scoville Avenue  
Oak Park, IL 60302

NON-COLLUSION AFFIDAVIT

STATE OF Missouri

St. Louis City COUNTY

The undersigned proposer or agent, being duly sworn, on oath says that s(he) has not, nor has any other member, representative, or agent of the firm, company, corporation or partnership represented by him/her, entered into any combination, collusion or agreement with any person relative to the price to be proposed by anyone at such letting, nor to prevent any person from proposing nor to induce anyone to refrain from proposing, and that this proposal is made without reference to any other proposal and without any agreement, understanding or combination with any other person in reference to such proposing.

S(he) further states that no person or persons, firms, or corporation has, have or will receive directly or indirectly, any rebate, fee, gift, commission or thing of value resulting from such sale.

Rod Wright, President  
Proposer of Agent

For UNICOM•ARC, Inc.  
Firm or Corporation

Subscribed and sworn to before me on this 9 day of March, 2017.

My commission expires:

Signature:

\_\_\_\_\_  
Notary Public



LAUREN M MARSHALL  
My Commission Expires  
March 29, 2021  
St. Louis County  
Commission #1368863

Lauren M. Marshall

CERTIFICATION

The proposer hereby certifies that the proposer is not barred from proposing on this contract as a result of a violation of either the bid-rigging or bid-rotating provisions of Article 33E of the Criminal Code of 1961, as amended.

R. Wright  
Signature

## EXHIBIT A

### PROJECT QUALIFICATION FORM

Per The Oak Park and River Forest High School Board of Education, a responsible vendor is defined by meeting the following criteria and is able to submit evidence of such compliance. By signing this required form, the undersigned agrees that said bidder is responsible as defined below.

#### SEXUAL HARASSMENT

Each vendor certifies that he has complied with the requirement of 2-105 of the Illinois Human Rights Act (775ILCS5/2-105)-1257) with respect to sexual harassment policies. The terms of that law, as applicable, are hereby incorporated into this contract.

#### DRUG FREE WORKPLACE

The vendor or contractor, having 25 employees or more, does hereby certify pursuant to Section 3 of the Illinois Drug-Free Workplace Act (30ILCS580/3) that he shall provide a drug-free workplace for all employees engaged in the performance of work under the contract by complying with the requirements of the Illinois Drug-Free Workplace Act and, further certifies that he is not ineligible for award of this contract by reason of debarment for a violation of the Illinois Drug-Free Workplace Act.

#### NON-DISCRIMINATION AFFIRMATION


Vendors must assure that all persons employed by the vendor, and all applicants for such employment, will not be discriminated against because of their race, religion, nationality, gender, disability, physical characteristics or sexual orientation. Vendor must also comply with all rules and regulations of the Illinois Department of Human Rights, Illinois Human Rights Commission and the Equal Employment Opportunity Commission.

#### STRUCTURAL WORK ACT

Vendor shall comply with all pertinent provisions of the Structural Work Act, (Ill.Rev.Stat., ch. 48, pars. 60-69).

#### CONFLICT OF INTEREST

By signing below, vendor certifies that they are in accordance with the School Code, and the Public Officer Prohibited Practice Act, 50 ILCS 105/0.01 et seq., no Board of Education member or District employee shall be directly or indirectly involved or own an interest in any contract, work, or business of the District, or in the sale of any article by or to the District.

Signed:  Name (printed): Rod Wright

Title: President Company Name: UNICOM-ARC, Inc.

Address: 505 S. Ewing Avenue, St. Louis, Missouri 63103

Telephone Number: 314-535-4900 Date: March 9, 2017

## EXHIBIT A

### CERTIFICATION OF COMPLIANCE WITH ILLINOIS HUMAN RIGHTS ACT

A. UNICOM-ARC, INC., contractor,  
(Firm name)

shall comply with the terms and procedures of the Illinois Human Rights Act, 775 ILCS 10/0.01 et seq and does hereby certify pursuant to P.A. 87-1257, the Illinois Human Rights Act, that (he, she, it) has adopted a written sexual harassment policy which minimally includes the following information:

- i. The illegality of sexual harassment;
- ii. The definition of sexual harassment under Illinois law;
- iii. A description of sexual harassment, utilizing examples;
- iv. An employer internal complaint process, including penalty;
- v. The legal recourse, investigative and complaint process, available through the Department of Human Rights Commission;
- vi. Directions on how to contact the Department and Commission; and
- vii. Protection against retaliation as provided by Section 6-101 of the Illinois Human Rights Act.

B. Refer to General Conditions for additional information

C. Name of Contractor: Rod Wright, President  
(Printed/Typed of Authorized Agent of Contractor)

D. Name of Contractor:   
(Signature of Authorized Agent of Contractor)

E. Date: March 9, 2017

**RFP ADDENDUM**

**FAILURE TO RETURN THIS RFP ADDENDUM IN ACCORDANCE WITH  
INSTRUCTIONS MAY SUBJECT YOUR RFP TO REJECTION**

**RFP Description:**  
RFP# 17-09 - Community Engagement  
Coordinator

**Current RFP Opening Date/Time:** Monday, March 6,  
2017 11:00 AM CST  
**Addendum Number:** #2  
**Addendum Date:** March 1, 2017

**INSTRUCTIONS:**

1. Return one properly executed copy of this addendum with RFP response or **prior** to the RFP Opening Date/Time listed above.
2. This Addendum shall become part of the Contract Documents and all provisions of the Contract shall apply thereto. This Addendum has been provided to all holders of record. For a proposal to be considered as responsive for the purposes of an award of contract, this Addendum shall be acknowledged in the appropriate section of the Form
3. **The date the RFP submissions are due is now Friday, March 10, 2017 11:00 AM CST**

\*\*\*\*\*

1. Check **ONE** of the following options:

☒ RFP has **not** been mailed. **Any changes** resulting from this addendum are included in our RFP.

☐ RFP has already been mailed. **No changes** resulted from this addendum.

☐ RFP has already been mailed. Changes resulting from this addendum are as follows:

\_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*

**Execute Addendum:**

**Company:** UNICOM-ARC, Inc. \_\_\_\_\_

**Authorized Signature:**  \_\_\_\_\_

**Name and Title (Printed):** Rod Wright, President \_\_\_\_\_

**Date:** March 9, 2017 \_\_\_\_\_

**ETHICS STATEMENT**  
***(REQUIRED INFORMATION)***

UNICOM•ARC does not have an ethics statement.