SAN FRANCISCO UNIFIED SCHOOL DISTRICT
2006 PROPOSITION A BOND GREEN SCHOOLYARD PROGRAM

REQUEST FOR QUALIFICATIONS (RFQ)
FOR LANDSCAPE ARCHITECTURAL DESIGN SERVICES
FOR
GLEN PARK ELEMENTARY SCHOOL
151 Lippard Avenue
San Francisco, CA 94131

March 19, 2012
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INTRODUCTION TO REQUEST FOR QUALIFICATIONS (RFQ) SUBMITTAL PROCESS

The San Francisco Unified School District’s (SFUSD) 2006 Proposition A Bond Green Schoolyard Program and the Glen Park Green Schoolyard Committee are seeking Statements of Qualifications (SOQ) from qualified landscape architecture firms or teams to provide landscape architectural design and construction administration services. Teams are joint ventures that must be assembled prior to submitting a SOQ.

The provisions of the Public Contract Code Sections 10115 et Seq as defined in the State Allocation Board regulation 1862.12.5(g) for implementation of Disabled Veteran Business Enterprise Goals shall apply to design contracts of $75,000 and above. SFUSD requires submitters to engage in positive efforts to use DVBE sub-consultants and allow these sub-consultants the maximum feasible opportunity to compete for sub-contracts for the proposal. SFUSD requests Prime respondents to engage in good faith efforts to provide DVBEs with 3% of the contract for subcontracting opportunities.

Four (4) bound copies and one (1) digital PDF copy (on CD or DVD) of the response to this RFQ should be submitted in 8-1/2” x 11” format with any supporting material or documentation in a sealed envelope and delivered or mailed to:

Tamar Barlev, Assistant Project Manager  
San Francisco Unified School District  
2006 Proposition A Bond Green Schoolyard Program  
135 Van Ness Avenue, Room 216  
San Francisco, CA 94102

RE: Glen Park ES Green Schoolyard Project

All participating landscape architectural firms must have an existing primary working business location within a 25-mile driving radius of the city limits of San Francisco, CA.

Applicants shall submit SOQs by 2:00 PM on Wednesday, April 25, 2012.

Late submittals will not be considered.

1. Methodology of Contracting for Landscape Architectural Design Services and Basis of Fees

The District will provide a broad range of project management services including the oversight and management of the selected Landscape Architectural firms. The Landscape Architecture firm selected will be the Landscape Architects of Record for the Glen Park Green Schoolyard Project and will work directly with the Glen Park Green Schoolyard Committee and SFUSD staff to develop a design that meets the needs of the school community and the school district.

2. Administrative Requirements

The selected Landscape Architect will be required to complete and submit the SFUSD Professional Consulting Services agreement, DVBE forms, SFUSD Criminal Background
Certification form and 2012 IRS W-9 form. The Professional Consulting Services agreement will be issued by the District’s Contracts Administrator after Board of Education approval has been obtained. The consultant’s fee and scope of work shall be outlined in the agreement. Compensation shall be on the basis of the approved lump sum agreement. A sample SFUSD contract is included in Attachment B.

Landscape architectural firms or each member of associations for joint ventures awarded a contract will be required to maintain, in full force and effect at their own expense, the following insurance policies with companies certified with the California Insurance Commission. Please include the name of your insurance provider in your SOQ. The following insurance policies are required in order for your firm/joint venture group to qualify for participation in this project:

- Worker’s Compensation Insurance in compliance with CA law
- General Liability Insurance ($1 million / per occurrence)
- Automobile Insurance ($1 million / per occurrence)
- Professional Liability (E & O) Insurance with limits not less than $1 million / per claim, annual aggregate.

If any policy is written on a Claims Made Form, the consultant must provide a project specific policy to continue the coverage for five (5) years beyond the date of the individual project completion.

With each contract each firm must provide the District with original “wet signature” certificate(s) of insurance that include the following:

A. The San Francisco Unified School District, its Board, Officers and employees shall be named as additional insured parties on General Liability and Automobile policies. Endorsements must be submitted with the certificate(s);
B. Should any of the above described policies be canceled before the expiration date thereof, the issuing company will provide written notice to the certificate holder a minimum of 30 days prior to said cancellation.

Additional Insured: San Francisco Unified School District, its Board, Officers and employees should be named as additional insured on General Liability and Automobile Liability by Endorsement, to be provided with Certificate, specifying the San Francisco Unified School District is noticed by the Company as an Additional Insured entitled to a 30-day written mailed notice. Such policies are primary insurance to any other insurance available to the additional insured, with respect to any claims arising out of this Agreement. Insurances apply separately to each insured against whom claim is made or suit is brought.

3. Description of Project and Scope of Work

2006 Proposition A Bond funding provides for school building and site improvement which include: Americans with Disability Act (ADA) compliance; health, safety and building infrastructure improvements, and the greening of school yards. It is the greening of school yards that is the focus of this scope of work. The Landscape Architect firm or team chosen to

1 Copies of your insurance policy are NOT required and should not be provide with SOQ submission.
work on this project will provide design services culminating in drawings and specifications that can be bid out to prospective contractors. The Landscape Architect firm or team will also be required to review and adhere to the SFUSD Project Standard Guidelines which will be issued at the start of the design process. If additional engineering expertise is required during the design process the Landscape Architect will acquire the additional consultants as an add-service to the contract between SFUSD and the Landscape Architect.

4. Description of Landscape Architectural Scope of Services

The scope of work includes reviewing the Glen Park ES Green Schoolyard Concept Plan created by Bay Tree Design (Attachment A), specifically phase one priorities discussed in the concept plan, and recommending any alternate and/or additional design features to be constructed within the budget constraints of this project. The design elements/priorities that are a part of this scope of work include:

1) Developing the Garden/Instructional Area along the lower yard.
2) Supplying a water source to the Garden/Instructional Area.
3) Installing key mosaics and murals including the public mosaic mural on the corner of Bosworth Street and Brompton Avenue.
4) Providing infrastructure necessary to plant trees in key areas in the yard including irrigation.
5) Building a garden shed and sink in the Garden/Instructional Area.

The Landscape Architect will be required to visit the site and perform a walk-through of the premises prior to submitting a proposal. Please contact Marion Grady, Glen Park Elementary School’s Principal at (415) 469-4713 or gradym@sfusd.edu. Site visits can be scheduled between April 2, and April 13, 2012.

The total budget includes expenses associated with but not limited to: architectural and engineering fees, construction inspection services, testing services, construction and contingencies, and administration fees such as advertising, printing, bidding and permits. The total construction budget to implement the green schoolyard project is estimated to be $100,000, and assumes a 10% construction contingency for unforeseen conditions.

The Landscape Architect will work directly with Glen Park Elementary School’s Principal, Green Schoolyard Committee and the Green Schoolyard Project Manager to establish and follow a project schedule based on issuing a Notice to Proceed for construction as early as possible. The Notice to Proceed with construction is estimated to be May 6, 2013.

Landscape Architectural Consultants Responsibilities:

A) Conduct Project/Site Assessment:
   • Review Scope of Work requirements at Glen Park Elementary School.
   • Review the Concept Plan developed by Bay Tree Design green schoolyard committee. The content of this concept plan must be addressed/incorporated into the final design.
• Thoroughly **document existing conditions** in the areas that may be impacted by green schoolyard elements. Site assessments shall include identification of functioning water supply for irrigation installation.

B) Provide Design Development Services:
• Meet with District Representatives and school site staff, allowing the school to communicate essential project elements as well as review and adjust specific concept plan proposals.

• The selected landscape architecture firm must conduct at least two site visits and a minimum of four (4) to six (6) design development meetings with the school’s Green Schoolyard Committee prior to conducting the final design review meeting.

• Develop green schoolyard designs and ultimately corresponding drawings and specifications with the participation of the school’s green schoolyard committee. These designs **must** consider budget constraints. The project’s program and scope should be addressed and revised as necessary as priorities change.

• Provide cost estimates for project elements at 50%, 90%, and 100% completion.

• Facilitate DSA and other government agency reviews, approvals and permitting of project elements, if necessary. Fees for permits will be reimbursed by the Green Schoolyard Program from the project budget and will potentially impact the available funds for construction.

• Present the final review of project drawings and cost estimates to SFUSD Bond staff as well as the school’s Principal and Green Schoolyard Committee.

• Prepare construction Bid Documents at 50%, 90% and 100% completion for submittal and review. The landscape architect shall prepare and submit 100% complete Construction Bid Documents to the Division of the State Architect (DSA) for approval, if required, and make any recommended revisions.

• Assist in determining the number of additive alternates necessary to keep final construction costs under control.

C) Submit Final Construction Drawings, Specifications and Cost Estimates to SFUSD and others as necessary:
• Prepare and submit final drawings and design details (in hard copy and in high-resolution PDF format), specifications, and priorities that are approved by the school’s Green Schoolyard Committee and Principal to the Green Schoolyard Project Manager for review by December 3, 2012. These documents should include:
  ▪ Existing conditions (verified in the field),
- Design sketches of all main concepts including color perspective and/or 3-D images and elevations necessary to illustrate design concept,
- Demolition plans, notes, legend, and details,
- Color landscape plan identifying hardscape materials, plantings and other site work elements,
- Planting Plan. A planting plan is required even if planting is not included in the contractor’s scope of work and should be included in the construction drawings. If planting is not included in the contractor’s scope of work the planting plan should be marked “Not in Contract.”
- Layout plan, notes, legends, and details,
- Grading plan, notes, legends, and details,
- Irrigation plans, notes, legends, and details,
- Construction detail drawings, notes, and legends,
- Color and materials booklet (min. 11” x 17”) in color providing list and images of materials, plants, and product selections,
- Prepare and coordinate with SFUSD the Division 0 and Division 1 specifications provided by SFUSD into the bid documents. Prepare Division 2 and greater specifications,
- A cost estimate, and
- Incorporate hazardous materials mitigation documents (specifications and drawings) provided by District’s consultants into the final bid documents, if required.

- Submit a final set of drawings containing all edits & revisions in high resolution PDF format as well as final specifications for bidding to SFUSD document printing vendor, ARC (formerly Ford Graphics) Planwell department no later than February 14, 2013.
- Participate in the BID process (review and analysis) which will include attending job walks, responding to pre-bid request for information (RFI), preparing addenda, and obtaining DSA approval of addenda (as needed).

Please note that all designs and subsequent construction drawings must adhere to SFUSD Project Standard Guidelines. These standards will be provided to the selected landscape architect once the contract has been awarded.

D) Provide Construction Administration:

- Provide detailed information related to design, drawings and specifications as requested by SFUSD representatives and contractor.
- Visit site weekly during construction to review progress, quality of work, and conformance to intent of Contract Documents. If additional visits are needed to review layouts etc., this should be included and expected as well.
- Utilize District’s project management software to facilitate communication and track documents between the District, District’s agents and contractor.
Relevant staff training on the District’s project management software will be necessary.

- Provide construction administration, including review of submittals, attendance at all job-walks, pre-construction meetings and weekly on-site meetings, preparation and implementation of DSA (and non-DSA) approved change orders with drawings, if applicable, respond to requests for information (RFI’s), issue Architect’s Supplemental Information (ASI), Informational Bulletins (IB) and clarifications, review contractor submittals, payment requests and proposed change-order (PCO) requests, and issue weekly field reports after each construction meeting.

- Compile punch list at Project Completion in conjunction with Contractor, Project Manager and Inspector.

- Participate in project close-out tasks which will include the preparation of a punch list, the review of warranties and guarantees, and the review of and approval of the final contractor payment. Assume a lead role in project close-out including DSA file closing (as needed), and submit copies of the following items as one hard copy and on 2 recordable compact discs (CD-R):
  - Scanned files of the Contractor’s redlined Field Set (hard copy) noting all approved changes made in the field during construction. The scanned files can be either on PDF or TIF format.
  - An editable, high resolution PDF format version of both the updated drawings and specifications, incorporating the “As-Built” redlines as noted above and received from the contractor recorded on site.
  - An AutoCAD format (version 2004 or later) version of the project drawings, and
  - The project manual (hard copy & PDF)

These items should include any related change orders, revisions, bulleting, clarification drawings and sketches. These documents should bear a stamp and signature from the Landscape Architect of Record and DSA stamp of approval, if applicable.

- Inspect the project site 1 year and then 18 months after substantial completion, before the 2 year warranty period for the contractor expires.

5. **District Responsibilities**

- Any hazardous material (“hazmat”) related work or mitigation thereof will be the sole responsibility of the District. The landscape architect will coordinate the documents provided by the District’s hazmat consultant into a complete package.
• Coordinating the bidding phase, including advertisement and distribution of bid documents.

• Coordinating the administration of the construction contracts including provisions of inspection, special testing engineers, industrial hygienists, construction management firms and specialty consultants, if required.

• The district will provide site topographic surveys, modernization hazardous materials reports, and geotechnical reports if available. As noted above, the landscape architect will work with the District to determine the scope of services required for the project.

II: DISTRICT PROCESS FOR CONSULTANT SELECTION

All responses to this RFQ will be reviewed by the green schoolyard committee. Those firms that qualify may be invited to participate in an oral interview and presentation with the green schoolyard committee. Specific information regarding the interview will be provided upon notification of the firm completing the preliminary screening.

Requirements for applicants include:
   a) Landscape Architects Licensed in the State of California
   b) A minimum of two (2) years experience in the design of green schoolyards, educational settings, and ecological landscape design
   c) Experience in access design for educational settings

The District will accept written questions and comments from prospective consultants through Tuesday, April 17, 2012 close of business. The last addenda will be issued by Thursday, April 19, 2012. Any addenda will be posted to the District web-site.

The District and green schoolyard committee reserve the right to make a selection anytime during the selection process in the event that the District or the committee can readily make a clear determination and selection from the proposals without conducting an oral interview.

III: CONTENTS OF PROPOSALS AND EVALUATION CRITERIA

Submit four (4) bound copies and one (1) digital PDF copy on a CD or DVD of the SOQ to the following address by 2:00 PM on April 25, 2012. :

Tamar Barlev, Assistant Project Manager
San Francisco Unified School District
2006 Proposition A Bond Green Schoolyard Program
135 Van Ness, Room 216
San Francisco, CA 94102

RE: Glen Park ES Green Schoolyard Project
The total maximum length for proposals is 20 pages, including text (Ariel or equivalent, 10-point font minimum), illustrations and other documentation. Points will be deducted if a proposal exceeds this page limit.

Please provide the following information, in the order outlined and numbered below. Proposals will be carefully reviewed and scored based on the information you provide. Adherence to proposal requirements is worth 10% of the total score. Points will be deducted if requested information is not included.

1. Introductory/Cover Letter (maximum length 1 page)

2. Professional Qualifications and Relevant Experience.
   Glen Park Elementary School will use the following selection criteria to evaluate each applicant (100 points maximum):
   - Demonstrated experience in the design of green schoolyards and educational settings for children [20 points]
   - Rapport/ability to work with the committee and school [20 points]
   - Sustainable design expertise knowledge of native and drought-tolerant plants, rain water harvesting, drip irrigation sustainably harvested, produced, and healthy materials [15 points]
   - Successful experience in school and neighborhood community participation [15 points]
   - Demonstrated ability to meet budget and schedule [10 points]
   - Fee and availability [10 points]
   - Adherence to REQ requirements [10 points]

The following section should address the afore-mentioned criteria while also providing:
   - The full name and address of the firm or team
   - The name and phone number of a designated contact person
   - List of all credentials, certifications and licenses (including credential, certificate and license numbers). Copies are NOT required and should not be included in the SOQ submission.
   - A description of the firm’s professional qualifications and experience, including those of any sub-consultants, in order to clearly demonstrate your ability to successfully furnish the landscape architectural/design services described in this RFQ.
   - A discussion of the firm’s understanding of the landscape architectural/design services required for this project and the firm/team’s ability to meet these requirements.
Provide a reference list of not less than 4 clients of the firm and/or joint venture group. This list should include clients for whom your firm has provided similar architectural design work during the past four years. This reference list should include:

- the clients’ name, addresses, contact names, telephone numbers,
- a brief description of each project,
- project duration (please note whether project completed on schedule)
- an original budget and schedule, and
- a final cost and schedule for each referenced project.

**IMPORTANT:** If all of the information requested is not provided, points will be deducted.

There should be a clear focus on projects done on public school grounds that emphasize schoolyard greening. Be sure that the contact person listed is able to speak about your firm’s involvement/performance.

Provide a list of projects each valued between $50,000 - $100,000.

Citations, Disbarments and Claims: Provide a statement describing any and all of the following which the landscape architect has received in the past three (3) years (maximum length; 2 pages):

- “Claims” – Both insured and uninsured claims which have been paid for errors, omissions, or defects in work product or activities provided or performed by the company.

  This statement must be signed by an officer or principal of the architect’s company and accompanied by the statement “Under penalty of disbarment I certify that this information is complete and accurate.”

  - Should the landscape architect not have any claims the landscape architect should provide a statement to this effect, signed and certified in the fashion described above.
  - Should the landscape architect not have been in business for three years, the history of claims for all of the company’s principals and officers must be provided to equal the required three year period.

**IMPORTANT:** IF THIS STATEMENT IS NOT INCLUDED AND SIGNED BY THE APPROPRIATE OFFICIAL, POINTS WILL BE DEDUCTED!

3. Project Team

Provide the names of the principal-in-charge and the assigned staff members who will comprise the core of your firm’s Project Team. Please provide brief resumes for the key members of your Project Team including years of experience in the following practice areas:

- Educational
- Recreational
- Commercial
- Residential
If members of your team have other relevant certifications (LEED, ARCSA, etc.), be sure to list them.

4. Proposed Fee, Basis of Charges and Name of Insurance Companies:

Submit a fee proposal (see Attachment D) that covers the costs of undertaking all of the tasks specified in the Scope of Work, using the project duration information provided. The proposed fee should be based on a lump sum and should include a schedule of values. The consultant should also include the firm’s unit hourly rate. The proposed fee shall include all associated costs for the following but not limited to materials, equipment, travel, pager services, phone service calls, reproduction, mailing, and profit. Payment will be approved on a performance basis for a total figure not to exceed the fee set for the project. Attachment D illustrates the requisite format and information that must be included in the fee proposal.

- Provide a list of the insurance companies with which your firm/team holds relevant policies.

5. Agency, Relevant Code and ADA Experience

Please briefly discuss your firm’s specific experience over the last five (5) years with EACH the following:

- Division of the State Architect
- California Building Code including Title 24, California Code of Regulations as it applies to educational building construction
- Americans with Disabilities Act (ADA)
- California Green Building Standards Code

IMPORTANT: CLEARLY STATE SPECIFIC EXPERIENCE WITH THESE AGENCIES/CODES IN THE LAST FIVE YEARS. GENERAL STATEMENTS RELATED TO EXPERIENCE WITH THESE AGENCIES/CODES WILL RESULT IN LOST POINTS.

IV: RFQ/Project Schedule:

Assuming Construction takes place during the summer 2013, the estimated schedule is as follows:

- Required site visit by Landscape Architectural firms 4/2/2012 – 4/13/2012
- Final RFQ Questions due to SFUSD, 2:00 PM PST 4/17/2012
- SOQ submissions due to SFUSD, 2:00 PM PST 4/25/2012
- SOQ evaluation & Landscape Architectural firm interviews by Green Schoolyard Committee 4/26/2012 - 5/18/2012
- Communication of selected Landscape Architectural firm due to Project Manager, 2:00 PM PST 5/21/2012
- Landscape Architectural firm tentatively identified 5/22/2012
- Anticipated approval to award landscape design services contract by Board of Education 6/12/2012
- Professional Consulting Agreement (contract) due to SFUSD 6/22/2012
- Estimated start of design process with site 8/27/2012
Deadline to submit 100% completed Bid Packages (drawings & specifications) to SFUSD for review 12/3/2012

Construction project advertised to public (week of) 2/4/2013

Final Bid Packages submitted to printers 2/14/2013

Final Bid Packages available to public for purchase and review 2/18/2013

Estimated dates for job walk 1 with contractors (week of) 2/18/2013

Estimated dates for job walk 2 with contractors (week of) 3/11/2013

Estimated dates for construction project bid opening (week of) 3/25/2013

Anticipated approval to award construction contract by Board of Education 4/23/2013

Estimated date to issue Notice to Proceed (NTP) to contractor 5/6/2013

Estimated date to hold pre-construction meeting with construction team (week of) 5/13/2013

First day of construction 6/3/2013

Substantial completion for construction 8/2/2013

Final completion for construction 9/1/2013

First day of school for the Academic Year 2013-2014 8/19/2013

The District reserves the right to modify the project’s schedule as necessary.

For questions or requests for clarification, direct your inquiries to Tamar Barlev at the address specified in “Submit Bids” or by phone at (415) 241-6152 ext. 1577. Your proposal will be evaluated by the Glen Park Elementary School’s Principal and Green Schoolyard Committee.

**Notes:**
All proposals, project drawings and specifications become the property of SFUSD.

Verbal responses to questions regarding this RFQ shall in no way change or modify the RFQ requirements.

Proposers shall not be reimbursed for any costs associated with the preparation of proposals in response to this RFQ.

The District reserves the right, at its sole discretion, to modify RFQ requirements, cancel the selection process or amend the schedule.

**V: ATTACHMENTS**

A. Glen Park Elementary School Green Schoolyard Plan report and Concept Plan created by Bay Tree Design

B. SFUSD Sample Contract

C. DVBE Requirements

D. Fee Proposal Format

**VI: DOCUMENTS AVAILABLE FOR REVIEW**

Other information pertaining to work at specific school sites is available through review of the following documents:
1. 2006 Proposition A Bond Language:
3. SFUSD Project Standard Guidelines – Emailed upon request
GLEN PARK ELEMENTARY
GREEN SCHOOLYARD PLAN

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
2006 PROPOSITION A BOND
JUNE 17, 2010

PREPARED BY:
BAY TREE DESIGN, inc.
environmental planning & design . ecoschool design . edible landscapes
berkeley . california . 510.644.1320 . www.baytreedesign.com
GREEN SCHOOLYARD PLAN PARTICIPANTS

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Lori Shelton, Green Schoolyard Project Manager
Tamar Barlev, Green Schoolyard Assistant Project Manager
Nik Kaestner, Director of Sustainability

SAN FRANCISCO GREEN SCHOOLYARD ALLIANCE
Arden Bucklin-Sporer, Executive Director
Rachel Pringle, Programs Manager

GLEN PARK ELEMENTARY SCHOOL
Principal Marion Grady - Greening Committee

Participating Faculty & Teachers
Lizzy Barnes
Marguerite Blumenthal
Maurice Brooks, After School Fitness Instructor
Bill Burke, After School Staff
Jeff Dearborn
Anne Dearlove
Michelle Ferraz
Jessica Garcia
Mimi Kasner
Cynthia MacFarlane
Joe Martin
Jim Murdoch
Kacey Nakashima

Participating Community Members
Luis Alarcon
Alex Alvarez
Maria Bautista
Charles Burk
Julio Cardona
Eileen Dee
Babu Ram Dhital
Ray Hernandez - Greening Committee & PTA President
Marina Karam-Wijelath
Melvin Munger
Norma Pablo
Rose Pascasio-Colon

Irma Peinado
Sounyi Phommala
Liana Ramirez
Chandra Ray
Charyl Redding
Elena Royale, After School Staff
Rebecca Sandford-Smith
Gayle Shaffer
Patricia Sheiring
Kimberly Wong - Greening Committee
Liz Zarr - Greening Committee
Scott Zimmerman

Juanita Paza
Thanom Prabpan
Orlando Ramirez
Elena Royale
Shelly Smith
Stephen Stites
Claudia Villarreal
Guadaupe Villegas
Molly Wagner
Gilda Wong
Caren Yanez
Gilda Wong - Student Site Council

BAY TREE DESIGN, INC.
Lisa Howard, Principal-in-Charge
Derek Schubert, Associate (designer of stormwater elements)
Berkeley, California . (510) 644-1320 . www.baytreedesign.com
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  Description of Design Workshop page 14
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APPENDICES
  Appendix A: Summary of Kick-Off Meetings
  Appendix B: Images of Existing Schoolyard

STAND ALONE ITEMS
  11 x17 “poster style” summary of project goals & objectives
  11x17 “poster style” summary of design process
2006 PROPOSITION A BOND PROCESS

In September 2009, the Glen Park Elementary community began a participatory schoolyard design process as part of the SFUSD 2006 Proposition A Bond’s Green Schoolyard Program. The overall goal of this bond-funded project is to enhance the existing schoolyard to create an engaging and ecologically-friendly environment for children to learn and play in.

The 2006 Proposition A Bond program is contributing $150,000 to “green” Glen Park Elementary’s schoolyard. The concept design for this renovation was developed by Glen Park Elementary’s principal, teachers and staff, with the assistance of master planning strategist Bay Tree Design, inc. This plan is intended to guide the future development of the school’s gardening program, outdoor classroom spaces, and play areas. This initial planning phase was completed in June 2010. In the next phase of the project, a local landscape architect selected by the school community will complete the design details and construction documents for the priorities identified by the school community. The project will likely be constructed by contractors during the summer of 2012.

GLEN PARK ELEMENTARY’S GREEN SCHOOLYARD COMMUNITY

The goals, objectives, spatial layout, and implementation priorities for the green schoolyard were defined by a small group that included the principal, the Green Schoolyard Committee, teachers, and family members. The group was small during the process however there were several factors that may have contributed to the lower participation levels. The design process for the modernization work and green schoolyard design occurred simultaneously which was a large burden on the community during the process but will result in a green schoolyard with more initial improvements and a more cohesive design of indoor and outdoor space. Second, the meetings were primarily scheduled during the afternoons, which is a difficult time for most parents to attend. Third, the PTO was not operating a couple of years ago and is just getting up and running by a small group of parents in the 2009-2010 school year. It is the hope of the schoolyard committee that the PTO will continue to grow, and that the parents will become more involved with the green schoolyard as the improvements in yard start to physically take shape.
PROJECT KICK-OFF

The green schoolyard project began with a meeting with the teachers and staff to discuss the idea of enhancing the schoolyard. Landscape architect Lisa Howard of Bay Tree Design, Inc. led these meetings and presented schoolyard ecology slideshows to open the conversation and brainstorming sessions. The school community used these meetings to articulate their goals for the schoolyard’s future development and list ideas for projects to be incorporated into the yard. Further description of these meetings is provided in Appendix A: Summary of Kick-Off Meetings and the ideas are listed below in the Green Elements List in order of votes received.

Teachers voting

Parents voting

MISSION STATEMENT & GOALS SUMMARY

After the kick-off meeting and the Green Element List was generated the green schoolyard committee developed an overarching Mission Statement for the yard to further articulate the thoughts of the community.

This Mission Statement is as follows:

“The Greening Project at Glen Park School is intended to transform the schoolyard into a vibrant, healthy, and joyful place where our students are encouraged to play, learn, and develop a genuine respect for each other, the community, and the natural environment.”

To achieve their overall goal of improving the schoolyard’s learning and play environment, the community developed a set of specific goals and objectives, striving to create a more comfortable space with strong ecological features, educational opportunities, and a wide array of recreational opportunities that expand the children’s options beyond ball play. The broad goals include:
1. Provide a variety of opportunities for active, quiet, and creative play.
2. Enhance educational opportunities by creating outdoor classroom spaces for hands on interaction and learning opportunities.
3. Enrich schoolyard ecology by creating an aesthetic living schoolyard that promotes interaction with the natural environment and promotes a healthy lifestyle.

**GREEN SCHOOLYARD ELEMENTS LIST**

This list is prioritized according to the voting results of the goals at the end of the kick-off meeting. The elements receiving the most votes are at the top with the elements receiving the least amount of votes at the bottom of the list.

1. Provide an outdoor classroom, amphitheater &/or reading circle for outdoor lessons. (30)
2. Install and grow an edible garden and botanical garden. (20)
3. Provide areas with shade in the recess and outdoor class areas. Some of the shade could be from trees that have fall color with benches underneath their canopies. (11 +7 = 18)
4. Provide areas with soft ground surfaces such as mulch and ornamental grasses. (17)
5. Integrate the students’ ideas and community’s symbols in the permanent art pieces. (15)
6. Expand the yard beyond the existing fence. (14)
7. Include educational murals. (11)
8. Install a rope climbing structure over sand similar to the one at S.F. zoo. (10)
9. Provide areas for social seating possibly made from logs and tree rounds. (10)
10. Provide areas/elements for ecological based outdoor play. (9)
11. Include art that is made of recycled materials such as mosaics from dishes. (8)
12. Install an element that kids can jump on such as a trampoline or jumper. (8)
13. Include tables and benches for eating and outdoor class work. (8)
14. Harvest the rainwater where possible on site, for example the roof of the proposed gazebo. (7)
15. Include a clear view planter box where kids can look at roots grow and worms work underground. (6)
16. Install planter beds that are in different areas and tiered. (6)
17. Plant a Mulberry tree for the silk worm curriculum. (5)
18. Grow and build a willow dome or other green enclosed space. (5)
19. Incorporate a weather station in an open area in the yard. (4)
20. Provide a digging area/bed possibly made of sand or similar to the materials at the Bay Area Discovery Museum digging area. (4)
21. Install a chalkboard for painting with water. (4)
22. Incorporate storage and an area to use loose play parts to encourage collaborative play through space and materials. (4)
23. Build and/or install a garden shed. (3)
24. Install an outdoor sink in the garden area. (3)
25. Include compost bin and worm compost in the garden. (2)
26. Create a restoration garden a la Islais creek. (2) + interpretive signage related to the creek. (0) + “connect” the yard to the wild nature of Glen Canyon via interpretative signs and wildlife habitat for birds. (0)
27. Install a renewable energy demonstration piece which is either solar or wind related. (2)
28. Make the watershed visible through open rain gutters, labels on drains, a 3-D model or other elements. (2)
29. Create a scaled directional model of the geology of San Francisco showing local landmarks and/or include “pieces” of the Bay Area in the yard. (2)
30. Install a sundial. (2)
31. Create a water feature in the yard. (2)
32. Plant a butterfly garden. (1)
33. Provide outdoor musical instruments. (1)
34. Install math based curriculum pieces such as a number grid on the ground. (1)
35. Build a wave or dinosaur structure similar to the ones at Golden Gate Park children’s playground. (1)
36. Integrate tunnels, pulleys and levers into the play areas. (1)
37. Build fenced areas for animals in the yard. (1)
38. Plant native trees with F.U.F. and their 2012 by 2012 program. (0)
39. Provide a whiteboard for outdoor curriculum. (0)
40. Make recycling more transparent. (0)
41. Install a balance beam. (0)
42. Install a challenging play structure. (0)
43. Leave space for kick ball. (0)
44. Plant and/or build wind buffers in the yard. (0)
45. Create small hills. (0)
46. Install artificial turf. (0)
47. Utilize the rooftop for more space. (0)
48. Create a division of space in the yard for intimate/enclosed spaces, a quiet corner, and active spaces. (0)
49. Make projects that pull the community together. (0)

KINDERGARTENERS’ IDEAS

Kindergarten teacher, Ms. Wong, did an exercise with her class to collect ideas from her students for the yard. She asked them to think of things they would like to see in their schoolyard that they have seen other places such as; public playgrounds and parks, their old preschool grounds, and the yards at their houses or friends’ or families’ houses. The ideas the students came up with include: more space, a sandbox, monkey bars, swings, dress-up and pretend play clothes, loose
play parts/toys, a water slide, a bouncy house/jumper, places to sit, trees for shade and bird nests, a huge play structure, a big slide, a swimming pool, a rocking horse, and bushes and flowers to touch, smell, and see bees visit.

**KEY SITE ANALYSIS FINDINGS**

Lisa Howard of Bay Tree Design, inc. walked the site and talked with the principal, several teachers, the EDC fitness instructor, several EDC staff, and Lori Shelton and Tamar Barlev from the SFUSD Green Schoolyard Bond Program, to learn how the school uses the site on a daily basis throughout the school year. The purpose of the site findings is to determine the physical attributes of the site, spatial layout of the yard, to identify factors that could be enhanced by the design, and to identify factors that will have an impact on the site design. The information garnered at the site walk includes existing daily use patterns, existing vehicle and pedestrian circulation, and existing materials, infrastructure and ecology. All of this information was analyzed to identify areas of opportunities for the design of a green schoolyard. Below a summary of the most important findings are discussed and illustrated in accompanying maps. Photographs of the existing site are included in Appendix B: Images of the Existing Schoolyard.
The site maps for Glen Park Elementary School show the existing conditions of the site and its configuration at the time of the site walk with the layer of future modernization improvements, which will be constructed during the 2010-2011 school year, added to the maps. The proposed modernization improvements for the yard include:

- several ADA ramps,
- an emergency egress stair case in the Lippard Avenue front yard,
- a bike parking area with bike racks in the Lippard Avenue front yard,
- the relocation of the boy’s and girl’s restrooms to the area between the cafeteria and main stairs to the Upper Yard,
- four new sets of drinking fountains located throughout the schoolyard,
- a gazebo structure in the Lower Yard near the cafeteria doors,
- a fence and gate which will create a storage/service area on the north side of the building,
- a series of retaining walls, benches, planters, and trees in the Lower Yard,
- a new play structure in the Lower Yard, and
- a new area that will be fenced and accessible to the students between the Lower Yard and Brompton Avenue. This area is called the “New Yard” in the description below and on the site maps.

The schoolyard is divided into four yards (Kindergarten Yard, Upper Yard, Lower Yard and soon-to-be New Yard) with four additional spaces which make up its domain (the storage/service area north of the building, Lippard Avenue front yard, Brompton Avenue planting areas, and the planting areas and tall retaining wall along Bosworth Street).

**EXISTING USES**

The area of usable schoolyard (Kindergarten Yard, Upper Yard, Lower Yard and soon-t-be New Yard) at Glen Park Elementary School is approximately 31,750 square feet in size and currently accommodates a body of 330 students which includes a bilingual program of English and Spanish and 2 integrated special education classes. The three yards currently being used are divided by grades at recess with one to two of the three kindergarten classes using the Kindergarten Yard, one to two kindergarten classes and the first grade classes using the Lower Yard for recess, and grades 2 - 5 using the Upper Yard. All grades use a significant area of the Upper Yard for P.E., daily intake, E.D.C. and special events. All grades use the Lower Yard for EDC and special events. The Kindergarten Yard is fairly small and at capacity with one to two classes using it for recess and Kindergarten pickup at the end of the school day. Currently the areas accessible for recess are 100% dedicated to active play, 0% for garden space, and 0% for multi-uses such as social seating, nature play or learning spaces.

**VEHICLE & PEDESTRIAN CIRCULATION**

Vehicle circulation has very little impact on this schoolyard. There are no parking spaces on site, and no vehicles have access to the yards including emergency vehicles and delivery
trucks. Cafeteria delivery and trash trucks park off site with the drivers walking into the site via the ADA ramp off of Bosworth Street. The bus loading zones are on Lippard and Brompton Avenues with the special education buses located on Lippard Avenue. The parent-drop off and pick up is also located on Lippard Avenue which is a narrow street, one north-bound travel lane and two parking lanes wide. The narrowness is the cause of traffic congestion at pick-up and drop-off times and frustration with local drivers. In addition to the narrowness of the street, the site is on the crest of a hill, which creates a blind spot on the road just north of the main entry. Because of the danger posed by this blind spot, the school has clustered their bus loading zone and student pick-up area south of the crest of the hill on Lippard Avenue.

Most students enter the site from the main and official entry. A few students enter from the ADA accessible door in the main building and three gates into the yards (two off of Brompton Avenue near the bus loading zone, and one connected to the pedestrian overpass on Bosworth Street). Once on site all of the Glen Park students start the day with intake in the Upper Yard. The school building for Glen Park Elementary has a terrace which acts as the primary passage from the classes to the Upper and Lower Yards for recess, intake, and other times during the day. At lunch recess all students enter the yard from the cafeteria.

There isn’t any evidence of student riding their bikes to school and no bike racks are currently on site. However, an official bike parking area will be added to the front of the school with the modernization improvements so this new parking might encourage children to bike to school.

MATERIALS, INFRASTRUCTURE & ECOLOGY OF THE SCHOOLYARD

Glen Park Elementary School is located on an eastern facing slope in the southern area of the city of San Francisco, in the Glen Park neighborhood. The school is four blocks southeast of the Glen Canyon Park entrance and is located in the Islais Creek/Glen Canyon watershed. Storm water on site drains to the Bay.

The Kindergarten Yard is primarily asphalt with safety surfacing under the existing play structure. The main area with asphalt has a severe slope towards the catch basin which makes it difficult for the children to do active ball play. This yard is lined with tall fencing on three sides and the Main Building on the fourth. The wall/fence on the south edge is shared with residential neighbors and is solid on the bottom. Benches are on the south and east edges of the yard.

The Upper Yard is wall-to-wall asphalt with benches lining the perimeter of the yard, a tall cyclone fence on the southern edge, six-foot tall cyclone fencing on the east and northern edges, and the Main Building, its staircase, and new ADA ramp on the western edge.
Circulation Diagram
February 8, 2010

Legend
- Building footprints
- Pedestrian paths of travel
- Trash & recycling
- Accessible ramps
- Bus loading zones
- Parent drop-off/pick-up areas
- Bicycle racks

GLEN PARK
ELEMENTARY SCHOOL
155 Lippard Avenue
San Francisco, CA 94131
2006 Proposition A Bond
SFUSD Green Schoolyard Program

Legend
- Building footprints
- Pedestrian paths of travel
- Trash & recycling
- Accessible ramps
- Bus loading zones
- Parent drop-off/pick-up areas
- Bicycle racks

NOTE: The position of features shown on this map are approximate and are based on visual observation and discussions with the school community. The map is intended to convey basic understanding of the site, but is not intended for construction purposes.

Site analysis diagram by Bay Tree Design, Inc.

The base map used for this diagram is derived from DSK Architects' site plan (A1.02) for SFUSD's 2006 Prop A Bond modernization work, Google aerial photographs (for tree placement and park configuration), and on-site visits.

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The yard is sunny in the morning and at lunch recess with the only source of shade being the adjacent houses to the south. The yard is subtly divided into two spaces by the finished grade of the asphalt. The ridge or high point of the yard is located between the basketball court and area with the map of the US. Each of the corners of the yard on the Brompton side slope significantly down towards the catch basins.

The Lower Yard will significantly change, during the 2010-2011 school year, from the modernization improvements mentioned above. With these changes the ground surface of this yard will be primarily asphalt with some safety surfacing around a new play structure. The yard will be surrounded by the building and six-foot tall cyclone fencing. This yard is oriented in the same direction as the Upper Yard and will have a similar climate; however, modernization changes include four trees which will provide some seasonal shade. Other significant changes in this yard include a gazebo with a roof that can be used for harvesting stormwater and benches under three of the new trees, and a retaining wall which creates two levels in the Lower Yard.

The New Yard is an area the school is taking ownership of and will be using as a space the kids can have access to on a daily basis. This area is currently outside of the fenced schoolyard. The modernization construction includes installing an ADA ramp from the Lower Yard to the New Yard and enclosing this area with a fence. The ground surface in this yard is soil.

The storage/service area north of the main building is all asphalt and enclosed by the building walls and cyclone fencing. This area will be off limits to the students after the fence is installed, because it is difficult to supervise this area and it is connected to the pedestrian overpass on Bosworth.

The front yard on Lippard Avenue is currently planting beds with some mature shrubs and trees with room for other improvements. The beds also contain signs that read “Outdoor Learning Area – Please Keep Dogs Out”. The school faculty often find dog waste in these planters and the ones on Brompton Avenue that are at sidewalk level.

The planting beds on Brompton Avenue have grass, shrubs lining the back, and a few small trees.

The planters along Bosworth Street are approximately 10 feet above the sidewalk level. The planters contain mature pines, shrubs, and ivy. The retaining walls along Bosworth and at the intersection with Brompton Avenue are an opportunity for murals or mosaics. Due to the age and height of the walls the structural integrity of the walls should be analyzed before doing in work in this area.

There are several locations for new drinking fountains and hose bibbs in the schoolyard.
NOTES:
- All spaces in yard are hot with glare bounding off the pavement on sunny days except where shade is noted.
- The Upper Yard & Kindergarten Yard have severe slopes towards the existing catch basins which act as the low point in the yard topography.
Stormwater runoff from the building’s roof and the yards’ paved surfaces simply flows into the catch basins, through the pipes of the city's storm drain system, and out to the Bay, but this situation does not meet the San Francisco Stormwater Design Guidelines. There are several opportunities to direct this runoff through soil and plants, which would clean the water and reduce the amount that runs off into the Bay.

OPPORTUNITIES & CONSTRAINTS AREAS
There are many areas of opportunity at this site. The opportunities are divided into two categories on the map; (1) opportunity for greening (dark green) and (2) opportunity for additional improvement(yellow). This is for the areas where there will be large improvements from the modernization work (yellow). Areas in red denote design constraints. These include, the area designated for P.E., the two play structures because of the cost associated with relocating them, and the terrace which is too narrow for any improvements other than painting or mosaics on the walls. The width of the terrace needs to be maintained for emergency egress. The P.E. area can include painting on the asphalt such as a human sundial or number grid.

The areas in yellow in the Lower Yard and New Yard are places where the school community can build on the new improvements. The school community needs to determine what programmatic ideas and elements would they like to have in the New Yard. The school community also needs to determine if there are other improvements they would like to include in the Lower Yard.

The Areas in green in the yards are places where asphalt can be removed and/or new programmatic elements can be located in these areas.

DESCRIPTION OF DESIGN WORKSHOP
Principal Grady, 16 teachers and staff, and two community members met in February 2010 to participate in a design workshop organized and facilitated by Lisa Howard. At the workshop the attendees worked in three small groups and developed their designs based on ideas generated during the project’s kick-off discussions, the site analysis research, and the discussions and ideas that percolated among their individual group during the design workshop. The three groups each produced a draft of the schoolyard design and then presented their work to the whole group at the end of the workshop.

Below are photographs of the workshop in progress, along with a summary of each group’s ideas and pictures of the design they created.
DESIGN WORKSHOP GROUP ONE
This group, facilitated by Lisa Howard, worked on the site design by focusing on the top ten list of Green Schoolyard Elements List and where they would locate these elements. The group’s proposed design includes:

- **Schoolyard**: Creating educational and community oriented murals and mosaics on the building walls, fencing, and retaining walls.
- **Schoolyard**: Including electrical outlets and hose bibs throughout the Schoolyard.
- **Kindergarten Yard**: Putting a balance beam in the Kindergarten Yard.
- **Upper Yard**: Dividing the Upper Yard into two spaces with active ball play in one area and other activities in the second area.
- **Upper Yard**: Creating an area for parents to hang out at drop off in the Upper Yard.
- **Upper Yard**: Adding a chalk board to the fence to use for art and keeping score of ball games.
- **Upper/Lower Yards**: Extending the New Yard to include the remainder of the planting area and make a nature play area under the mature trees.
- **Lower Yard**: Making the new gazebo area an outdoor classroom and harvesting rain water from its roof.
- **New Yard**: Installing artificial turf and a clear planter box in the New Yard.
- **Storage area**: Including compost.

![Group One's Plan](image-url)
- Brompton Avenue: Planting new trees in the Brompton planting areas.
- Lippard Avenue: Designating an area for parent pick up on Lippard.

DESIGN WORKSHOP GROUP TWO
This group was facilitated by, Green Schoolyard Committee member and teacher, Kimberly Wong. This group also took the approach to work on the design by including the top ten elements from the green schoolyard list and a couple of ideas they generated. Their design ideas for their green schoolyard include:
- Schoolyard: Adding murals on the building walls, retaining walls and fence.
- Kindergarten: Creating a quiet seating area in the Kindergarten Yard.
- Upper Yard: Adding trees and plantings along the perimeter of the Upper Yard.
- Upper Yard: Including a seating area with shade and soft ground surfaces near the gate on Brompton.
- Upper/Lower Yards: Adding electrical outlets to the Upper Yard and Lower Yard.
- Upper/Lower Yards: Growing vines on a trellis near the fence that separates the Upper and Lower Yards.
- Lower Yard: Developing a corner in the Lower Yard for seating, plantings, and “naturalized quiet”.
- Lower Yard: Harvesting stormwater from the new gazebo roof.
- Lower Yard: Developing an outdoor classroom area in the corner of the Yard.
- New Yard: Putting an edible garden, clear view planter box, and tool shed in the New Yard.
- Brompton Avenue: Developing the two planting areas along Brompton as botanical gardens with outdoor art pieces.
- Brompton/Lippard Avenues: Adding sidewalk cutouts at both bus loading zones.

**DESIGN WORKSHOP GROUP THREE**

This group was facilitated by SFUSD Green Schoolyard Assistant Project Manager, Tamar Barlev. This group developed zones in the yards, added elements from the green schoolyard elements list generated by the Glen Park community, and drew ideas for some of their programmatic pieces. Their proposal for their green schoolyard includes:

- Schoolyard: Adding murals and mosaics on the building walls.
- Kindergarten Yard: Adding planters with flowers along the edges of the Kindergarten Yard.
- Upper Yard: Dividing the Upper Yard into two zones; active and quiet.
- Upper Yard: Creating a parent meeting place and seating area in the Upper Yard.
• Lower Yard: Greening the Lower Yard by adding a weather station, capturing rain water from the new gazebo roof, and adding trees, plants and native grasses.
• New Yard: Extending the fence in the New Yard and creating a gardening area with raised boxes (see drawing for specific design ideas), and an amphitheater.
• Brompton Avenue: Planting trees with fall color in the Brompton planting areas.
• Lippard Avenue: Developing a seating area (see drawing for bench design) for parent pick-up.

**SUMMARY OF CONCEPTUAL PLAN**

In September 2009, the Glen Park Elementary School community began a participatory design process to develop a long-term vision to transform their existing school grounds into a green schoolyard. This design process is part of the SFUSD 2006 Prop A Bond’s Green Schoolyard Program, which will contribute $150,000 toward the realization of this project. This initial conceptual planning phase of the design process was led by SFUSD Master Planning Strategist, landscape architect Lisa Howard of Bay Tree Design, inc. The school’s principal, teachers, parents, and community members participated in this process and contributed their ideas.

This Conceptual Plan and written description represent the culmination of the school community’s work to date, and their consensus about the direction their green schoolyard project should take. This plan illustrates the general spatial layout and programmatic goals the community desires to create a more vibrant and engaging environment for their children to work and play in.

The plan expresses the school community’s collective vision for the yard, and is intended to guide the future development of the schoolyard’s ecology, outdoor classrooms, and play spaces for the Bond process and any future work the school wishes to do in the next 5-10 years (on their own).

The text below summarizes the main ideas in the Conceptual Plan, and the ideas according to their locations within the schoolyard.

**CENTRAL DESIGN CONCEPTS & GOALS**

The design ideas in this plan follow a central set of concepts and goals that were developed through discussions with the principal, teachers, staff, parents and community members over the past several months.

**Overall Framework** - The school grounds are currently divided into three main yards (Kindergarten Yard, Upper Yard, Lower Yard), will have one new yard after the
GLEN PARK
2006 Proposition A Bond
SFUSD Green Schoolyard Program
155 Lippard Avenue
San Francisco, CA 94131

CONCEPT PLAN
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CONCEPT PLAN
June 17, 2010

LEGEND
Building/Structures
Concrete/Asphalt surfaces
Soil/Mulch surfaces
Safety surfaces
Color of seating
Tables
Stepping stones
(E) & (N) Wall art
Picket fences/Gaardrails
Human sundial
Chalkboard
Solar panel
Chimney
Chatterbox
Playhouse
Willow dome
Water pump, sink & hose bib
Flow through planters
(N) Trees
(E) Trees
Shrub/Garden areas

GARDEN/INSTRUCTIONAL AREA
- Raised garden beds
- Sundial & clear view planter box
- Outdoor sink, workspace, hose bib & water pump
- Compost & worm compost
- Fruit trees
- Tables for outdoor instruction

LOWER YARD
- Flow through planter connected to area drain above
- Chalkboard for art at recess
- Relocated striping for active & quiet play areas
- Compost & recycling near Cafeteria doors
- New gazingo (from modernization) with tables for eating, teaching & art
- Cistern connected to gazebo roof to collect stormwater
- Weather station
- Pull down chalk or white board under gazebo roof
- Sensory & nibbling gardens
- Playhouse

STORAGE/SERVICE AREA
- Storage container for trees & PE, loose play parts
- Trash & recycling
- Flow through planters connected to roof drains

MAIN SCHOOL BUILDING
- New mural and/or mosaics
- New mural and/or mosaics
- New mural and/or mosaics

NATURE PLAY AREA
- Storage shelves for loose play parts
- Mural/Mosaic
- Rope climbing structure
- Willow dome type playhouse
- Small hills with ornamental grasses
- Tunnels, levers & pulleys
- Boulders, logs, tree rounds for seating & play
- Demonstration solar panel
- Keep existing map of United States & new add LF map
- Butterfly & native plant (from Glen Canyon & Blass Creek) garden
- Pond
- Discovery paths & interpretive signs
- Social seating/parent drop off & hang out space
- Relocated striping for active play on edges of space
- Breath curb wall to allow stormwater from Upper Yard to flow to planting area

BALL PLAY AREA
- Maintain large open area for active ball play, PE., and intake
- Move flag pole
- Number grid for math curriculum
- Chalkboard for keeping score of games & art at recess
- Mural/mosaic
- Flow through planter for stormwater connected to catch basin in Kindergarten Yard
- Breach curb wall to allow stormwater from Upper Yard to flow to planting area
- Underground pipe connected to existing catch basin

BROMPTON AVENUE
- Parent pick-up along wall by bike racks
- Flow through planters connected to roof drains
- Accent planting on each side of main entry to building
- New bike racks from modernization
- New staircase from modernization

FRONT YARD
- Move flag pole
- Underdrain sends filtered water back to catch basin (dashed line)
- Picket fence
- New trees (including Mulberry)
- Underdrain sends filtered water back to catch basin (dashed line)

KINDERNERGARTEN YARD
- Playhouse or chatter box
- Mural or mosaic
- Trees for shade & bird habitat
- Sand table
- Table for 20 students
- Flow through planter and rain/sensory/flower garden
- Social seating

BUILDING/STRUCTURES
- Concrete/Asphalt surfaces
- Safety surfaces
- Tables
- Stepping stones
- (E) & (N) Wall art
- Picket fences/Gaardrails
- Human sundial
- Chalkboard
- Solar panel
- Chimney
- Chatterbox
- Playhouse
- Willow dome
- Water pump, sink & hose bib
- Flow through planters

CONCEPT PLAN
June 17, 2010

LEGEND
Building/Structures
Concrete/Asphalt surfaces
Soil/Mulch surfaces
Safety surfaces
Color of seating
Tables
Stepping stones
(E) & (N) Wall art
Picket fences/Gaardrails
Human sundial
Chalkboard
Solar panel
Chimney
Chatterbox
Playhouse
Willow dome
Water pump, sink & hose bib
Flow through planters
(N) Trees
(E) Trees
Shrub/Garden areas

Concept plan by Bay Tree Design, Inc.
The base map used for this diagram is a simplified version of DSK Architect’s site plans for 2006 Proposition A Bond(Integerization work and information gathered at the site).
modernization work is complete (New Yard), and four additional spaces which make up its
domain (the storage area north of the building, Lippard Avenue front yard, Brompton
Avenue planting areas, and the planting areas and tall retaining wall along Bosworth Street).
The yards are currently used by different age groups for supervision purposes at recess
times: with one to two of the three kindergarten classes using the Kindergarten Yard, one to
two kindergarten classes and the first grade classes using the Lower Yard for recess, and
grades 2 – 5 using the Upper Yard at recess times. All students use the Upper Yard for P.E.
In the new schoolyard configuration, each yard is designed to accommodate active ball play
with other activities such as nature play, outdoor classrooms, and quiet spaces. During
discussions throughout the process the community has looked at the New Yard and its role.
They have determined that it will primarily act as a garden and instructional space thus the
name on the Concept Plan for this area is not “New Yard” but is “Garden/Instructional
Area”. The other three yards will continued to be used by the grade levels that are currently
assigned to them at recess times. These spaces will be linked by ADA compliant ramps
which are part of the modernization project that will be under construction at Glen Park
Elementary School.

Comfort - The new design will make the schoolyard a more comfortable place with the
gazebo for outdoor eating and learning, by providing seasonal shade, and by adding seating
and “quiet zones” where children and adults can relax comfortably.

Ecology - The new schoolyard design is intended to provide the teachers with outdoor
teaching resources such as edibles, native habitat, and sustainable practices. The enrichment
of the ecology also provides the children with the opportunity for a variety of play
opportunities on a daily basis that foster imaginative play, dramatic play, quiet play, and
socializing.

Education - Some of the areas on the yard will be outdoor learning spaces, with features that
will be curriculum-tied and intended to provide teachers with additional hands-on teaching
resources to enhance the coursework they are already teaching.

Recreation/Play - The plan includes areas devoted to active play, exploration and creative
adventures in addition to ball playing areas that are already present in the yard. The idea is
to increase the diversity of play activities offered to the children so that they may have more
choices at recess time.

Community – The schoolyard improvements will require some maintenance and at the same
time provide the community at Glen Park Elementary with an opportunity to personalize
their space. Teachers and parents have requested integrating the students’ ideas and symbols
of the community symbol in the yard via art and choosing projects to work on that pull the
community together particularly at the beginnings of the green schoolyard formation.
Creating a regular workday for the families and interested teachers to install new elements
and/or maintain their green schoolyard will allow for adequate maintenance of the new elements, provide an opportunity for socializing, and allow the community to personalize their commons.

DESCRIPTION OF YARDS
The areas of the yard described below follow the Concept Plan in a counterclockwise manner, beginning at the Kindergarten Yard.

Kindergarten Yard – This small yard is located directly next to the Kindergarten classrooms and is dedicated to Kindergarten use only. It is used during recess time and at pick-up time by the kindergarteners. Approximately half of this yard is dedicated to the existing play structure and ADA ramp. The community has asked that another portion of the space be dedicated to active ball play. The design of this yard is based on the workshop drawings, the ideas from Ms. Wong’s class, the Green Elements List, and the site analysis. New features in the yard are added where they can fit to provide additional play experiences, an outdoor class eating and learning area, comfort, and examples of the sustainable practice of stormwater management. Key features include:

- A mural along the opaque wall between the residential neighbors and the schoolyard.
- A playhouse or chatter box located out of the use zone and in the corner of the yard between the ADA ramp and existing play structure.
- A sand table with loose play parts such as shovels, funnels, and cups.
- A large tree with a sensory garden and social seating under it. This tree is tucked between the ADA ramp, stairs, and walkway next to the play structure.
- An area dedicated to ball play and hopscotch.
- A table that can fit 20 children for eating and outdoor lessons.
- A flow-through planter. The pipe or rainwater leader from the southeastern corner of the building’s roof will be redirected to this planter. The water will be slowed down and filtered through soil and plants before being sent to the existing catch basin.
- A new garden around the catch basin. This garden will slow and filter the runoff from the asphalt in

Kindergarten Yard
the yard. The garden should be designed to eliminate the uncomfortable sloping around the catch basin. The plants will have showy flowers and will attract pollinators, which the students can watch.

**Active Area of Upper Yard** – During the site analysis the community identified the Upper Yard as having two use areas; active and quiet. The active area was for students interested in competitive ball games at recess time with the quiet area being a place where students look for some other alternatives beyond active ball play; sitting on the benches, hopping on the states on the map on the ground, playing patty-cake, playing tag, and playing four square. At the design workshop two of the three groups suggested demarcating the two separate spaces and building on their themes. The active area of the Upper Yard is shown as remaining open and dedicated as a space for active ball play, P.E., and morning intake. Key features include:

- The new location for intake with the flag pole relocated to the western side of the yard so that students can simultaneously look at the flag and away from the sun during the *Pledge of Allegiance* at morning intake.
- A grid of numbers painted on the asphalt to be used by the teachers during non-recess and P.E. times.
- A mosaic or mural added to the tall retaining wall between the Kindergarten Yard and Upper Yard.
- A chalkboard installed on the fence for keeping score during games and for art at recess times.
- A flow-through planter to divert water from the catch basin in the Kindergarten Yard. The soil and plants in this planter will filter the runoff before releasing it into the storm drain pipe under the Upper Yard. The plants will also visually soften the retaining wall between the Upper Yard and the Kindergarten Yard.
Quiet Area of Upper Yard – The quiet area of the Upper Yard is the most dramatically transformed space in the schoolyard and shows a variety of spaces for play, comfort, ecology, and education. The configuration on the Conceptual Plan of this space is geometrically centered on the strong central axis of the building with its southern edge ending at the ridge line of the existing topography in the yard. Redesigning this space is an opportunity to provide different play and learning experiences, while addressing the steeply sloping ground surfaces in the part of the yard. The key features include:

- A retaining/seat wall along the southern edge of the nature play and garden areas described below. This retaining wall will allow this area of the Upper Yard to be relatively flat with a shallow slope for drainage to the existing catch basins.
- Trees lining this area to provide an edge to the space and seasonal shade.
- The removal of asphalt to provide an area for nature play with a permeable ground surface such as mulch and small hills at its edges that are dotted with boulders, logs, and/or tree rounds for social seating, playing and learning.
- A rope climbing structure acting as the central piece in the nature play area.
- A willow dome type or enclosed green structure as a place to play and an informal outdoor classroom.
- A mosaic or mural on the wall of the staircase to provide a backdrop to this area.
- Pulleys, levers, and tunnels incorporated into this space.
- A set of storage shelves for loose play parts for the quiet area of the Upper Yard.
- A demonstration solar panel.
- The removal of asphalt to provide an area for discovery paths, a pond, and butterfly and native plant garden.
- Social seating for students, teachers, and parents.
- A map of the U.S., map of San Francisco, and/or other educational/play pieces painted on the asphalt.

Brompton Avenue Planting Areas - These two areas are not in the fenced yard; but, are landscaped areas, just east of the Upper Yard, and are spaces the neighbors use for their dogs to litter in. Key elements in these two planting areas include:

- New trees for seasonal shade at the edge of the Upper Yard and a Mulberry tree to provide food for the silk worms that are part of the science curriculum. Other trees could include fruit trees as an extension of the edible garden or native trees.
- A picket fence, with a gate for maintenance access, on the sidewalk edge of each planting area to claim the space for the school. The fences could be decorated with art made by the students.
• Cuts in the curb along the eastern edge of the Upper Yard to allow stormwater to drain off the yard and into the planting areas. An underdrain would be placed in these planting areas to ensure the areas do not flood and to send the filtered water back to the catch basins in the Upper Yard.

Lower Yard – This area will be significantly changed during the modernization construction. The improvements are described at the beginning of the Key Site Analysis Findings section earlier in this report. The design of this area is a compilation of the community’s ideas from the workshop, which build on the modernization improvements, and Ms. Wong’s class ideas for programmatic pieces as described in the Kindergarten Ideas section above. The key features in the Lower Yard include:

• Elements in the new gazebo area for learning and eating. These included tables configured for lessons, a pull down chalkboard or whiteboard, weather station, and 3-in-1 bin (compost/recycling/trash) for lunch leftovers.
• A cistern to collect rainwater from the new gazebo roof, as a learning tool for sustainable practices, a source of water for the students to water the garden with watering cans, and/or a source of water for drip irrigation.
• A pollinator, sensory, and/or nibbling garden near the cistern.
• A flow-through planter along the new ADA-accessible ramp. The pipe from the nearby area-drain (outside the bathrooms) will be redirected into this planter, so the plants and soil can slow and filter the stormwater.
• A chalkboard at the front of the flow through planter that can be used for drawing an painting on during recess.
• A playhouse for imaginary play and storage of dress up clothes and loose play parts.
• The new play structure that will be installed as part of the modernization work.
• A planter between the Upper and Lower Yards that will have plants and a tree.
• Planters and seating between the two areas of the Lower Yard.
Garden/Instructional Area - The area that was referred to in the site analysis as the “New Yard” is called the Garden/Instructional Area in the Conceptual Plan. The name change is based on the determination of use that was developed by all three groups at the design workshop. At the workshop all three groups also looked at extending the fence in this area because some were interested in expanding the space; however, following the workshop the project manager for modernization said that the area could not be expanded due to structural limitations of the existing retaining walls. The Conceptual Plan shows the Garden/Instructional Area with several key features, which include:

- Raised garden beds for growing edibles, herbs, and a rotating digging garden.
- A garden shed for garden equipment and possibly a desk/area for a future garden coordinator or parent volunteer to organize their class lessons.
- An outdoor sink, counter, water pump, and hose bib as a central work space and source of water for kids and the garden teachers/parent volunteers/future garden coordinator.
- Three bin compost.
- Picnic tables to hold up to 30 students at a time for instructional classes in the garden.
- A clear view planter box.
- A sundial.
- Several fruit trees.

Bosworth Retaining Walls and Planting Areas – Bosworth is an arterial street that connects Mission Street to Portola Drive via O'Shaughnessy Boulevard. Glen Park Elementary School is nearly invisible to the public as they drive by because the school is sitting one story above the street on retaining walls which are located behind dense street trees that line Bosworth Street. These walls show off the architectural style of the school above and are an opportunity for the school to have a more prominent public face. The key features in this area include:

- A mural or mosaic that captures the spirit and imagery of the Glen Park School community. This one large mural/mosaic would wrap around the corner onto the retaining wall on Brompton Avenue.
- If the community has the desire for more areas for plantings they may develop the planting beds along Bosworth Street with some low maintenance and cascading plants that can be appreciated from the street level.
Storage/Service Area – This area is a utility area that primarily will function as the storage and service space with very little foot traffic. The key features in this space include:

- A storage shed for loose play parts for P.E., recess, and instructional purposes.
- Trash and recycling area.
- Flow-through planters, similar to the ones described in the Kindergarten Yard, Upper Yard, and Lower Yard. The pipes or rainwater leaders from the northern end of the building's roof will be redirected to these planters. The plants in these planters will have to be shade-tolerant.

Lippard Avenue Front Yard - The main and official entry to the school building is from Lippard Avenue. This area is very busy at drop-off and pick-up times. Because of the safety issues with the change in slope discussed in the Key Site Analysis Findings section most of the improvements are clustered together on the south side of the main entry. These include:

- Students will wait for their parents at pick-up time along the retaining wall by the new staircase and bike racks.
- New accent plantings on each side of the entry door and new plantings along the planting area north of the door.
- Bike parking as part of the modernization improvements.
- Flow-through planters at the base of the building wall. The pipes or rainwater downspouts from the western half of the building's roof will be redirected to these planters.

Prioritization & Proposed Phasing
The principal and two teachers from Glen Park Elementary community, Lori Shelton and Tamar Barlev from the SFUSD Green Schoolyard Bond Program, and Lisa Howard from Bay Tree Design, met on May 6, 2010 to finalize the Conceptual Plan and determine phasing for the green schoolyard. Throughout this process the committee has consistently been the principal and two teachers. Other parents and teachers have show intermittent interest and it is the hope of the committee that the interest will continue to grow as the modernization project and bond phase of the green schoolyard work are completed.
Based on the lack of sustained interest during the process the principal and two teachers determined that it would be best to prioritize the bond money improvements toward areas with the most visual impact, low to no maintenance elements, and elements the teachers have shown an interest in. If the community dynamics change in the next phase the priorities can change to reflect the change in interest. Or if the community interest grows after the bond construction, elements can be added during work days with funding from grants that reflect the new community’s interest.

The group that met on May 6 developed three lists: a bond priority list, the beginnings of a list for future grant ideas, and the beginnings of a list of elements that could be built by the community.

The bond priority list is as follows:

1. Developing the nature play area in the Upper Yard. The reason to develop this area first is because it will provide the biggest visual and experiential change to the yard. The bond phasing for this piece would include removing the asphalt, providing irrigation and trees, hills and any grading, and adding all elements except the rope structure and pieces in the two lists below.
2. Installing key mosaics and murals including the public mosaic/mural on the retaining wall at the corner of Bosworth Street and Brompton Avenue.
3. Supplying a water source to the Garden/Instructional Area. The school should ensure that modernization is supplying a sleeve through the ADA ramp when it is built in this area.
4. Planting trees in key areas of the yards with the help of FUF and supplying irrigation to base of the new trees.
5. Building a garden shed and sink in the Garden/Instructional Area.
6. A storage shed to store P.E. equipment, loose play parts for recess, and teaching elements that will not be stored in the garden shed.

The elementary list of ideas for future grant proposals includes:

1. Applying for the PG&E Solar on a Stick photovoltaic installation grant.
2. Applying for potential future grants for the stormwater site design with PUC or other funders.

As the community grows, determines what may exceed the bond money above, settles into all of their new improvements after construction of the yard (modernization and green schoolyard bond work), and new community members come in with new ideas the Glen Park Elementary community can seek additional funding for additions to the yard via grants for items they would like to add to their yard over time to add to their ideas of the last two list generated above. SFGSA and Nik Kaestner, Director of Sustainability for SFUSD, can provide the community with many ideas for grants as their green schoolyard grows.
This list is a compilation of ideas the committee thought could be buildable by the community. As the community becomes more involved they may chose these elements, other elements, or add new ideas of their own which were not brought up during this planning process. This initial list of ideas includes:

1. The raised planter boxes for the Garden/Instructional Area.
2. The willow dome type/enclosed green structure for the nature play area in the Upper Yard.
3. The playhouse and/or chatterbox for the Lower Yard and Kindergarten Yard.
4. Installing the plants and drip irrigation in garden areas in the Lower Yard, Upper Yard, and Kindergarten areas.

**NEXT STEPS**

Now that the Glen Park Elementary School community has a completed Concept Plan, it is time to move on to the next phase of the implementation process. Glen Park Elementary School community will work with Lori Shelton and Tamar Barlev from SFUSD’s Green Schoolyard Program, to write an RFP for Phase One of their green schoolyard project, listing the items the school plans to implement with their bond funds in order of priority. The green schoolyard committee and principal will help to interview and select their landscape architect. Later, they will work with this person to create a more detailed, schematic plan for the project area and construction drawings for the portions of that plan that will be built by a professional contractor.

While working with the landscape architect, the school community will have an opportunity to decide which components they wish to undertake themselves and which components will need to be built by a professional contractor.

When the landscape architect has completed his/her construction drawings and they have been approved by SFUSD, they will go out for bid to professional contractors. Once hired, the contractor will construct their portion of the project first, and the landscape architect will supervise their work. When they are finished and their work has been accepted by SFUSD, the school community will add their own plantings and other small features, as desired.

**MAINTENANCE OF THE GREEN SCHOOLYARD**

A green schoolyard provides opportunities for hands-on learning outdoors, a variety of ways to play, and comfortable places to socialize. As a green schoolyard develops through the personal touches of the students’ art, community’s work, and projects that shape it, it evolves into the
community commons. However, the green schoolyard also requires maintenance beyond what is currently provided by the district.

After the bond improvements are complete and as the Glen Park Elementary School PTO grows and parents become more involved with Glen Park; it is the hope of the committee that the community (parents, students, teachers, after school program staff, and neighbors) will settle into their new yard and start to take ownership of their yard through work days, projects, maintenance, new ideas, and gatherings.

The Glen Park Elementary Green Schoolyard Committee welcomes all that are interested to join in this exciting project.
SUMMARY OF KICK-OFF MEETINGS

On Wednesday, October 21, 2009 Lisa Howard of Bay Tree Design, inc. facilitated the kick-off meeting with the teachers and faculty of Glen Park Elementary School. The attendees of the meeting were Lori Shelton and Tamar Barlev representing SFUSD, Principal Grady, and 20 teachers. On January 13, 2010 Lisa Howard facilitated the same meeting for the PTO of Glen Park. The attendees were Lori Shelton, Tamar Barlev, and Nik Kaestner from SFUSD, Arden Bucklin-Sporer from SFGSA, Principal Grady, one teacher and one parent. On February 4, Lisa Howard facilitated a second PTO meeting to provide the Glen Park school community with an additional opportunity to become involved with the schoolyard and learn about green schoolyards. Principal Grady, one teacher, and 21 parents attended this meeting.

The purpose of these meetings was to introduce the committee to Bay Tree Design, the master planning process, the ideas of a sustainable schoolyard, and to collect their ideas and wishes for the goals of a sustainable schoolyard at Glen Park School.

The purpose of the sustainable schoolyard presentation is to provide the participants of the meeting with a springboard for programmatic ideas for the yard. In the slideshow Ms. Howard, talked about what makes a successful sustainable schoolyard, how the community could build on their own identity and resources, gave the group resources and rules of thumb on how to build and maintain a green schoolyard, and presented 11 elements that could be integrated into the yard:
- food systems,
- wildlife habitats,
- water systems,
- energy systems,
- waste-as-a-resource concepts,
- green building materials,
- creative play ideas,
- the issue of comfort,
- aesthetic appeal,
- student participation examples for the process and stewardship after the yard is built,
- curriculum connections.

Lisa Howard recorded the group’s brainstorming session/ideas for goals of the site. Many ideas were discussed and noted at the meeting. The goals recorded are an initial reflection of the priorities defined by the group and are listed below. Each goal was mentioned by at least one of the attendees at the meeting.

Following the meeting each attendee was asked to vote with their stickers. These stickers were used to prioritize the group’s ideas. Each person could place all of their stickers on one idea or spread them out over several ideas. The “votes” column below reflects the number of stickers each goal received with the teachers’ votes representing the first numbers, the parent’ the second column of numbers and the third column as the total number of votes received for each idea. Ideas in italics were added by the parents after the teacher kick-off meeting.

The central themes that resonated from the discussion and votes were creating an outdoor classroom/theater/reading circle, building and planting an edible garden, providing ground surfaces that are softer than asphalt, and integrating the kids’ ideas and symbols of the community in art on the yard.
**LEARNING** – Educational Goals & Curriculum Connections to the Schoolyard

<table>
<thead>
<tr>
<th>Votes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 + 14 = 30</td>
<td>Outdoor classroom, theater, reading circle</td>
</tr>
<tr>
<td>9 + 2 = 11</td>
<td>Educational murals</td>
</tr>
<tr>
<td>6 + 0 = 6</td>
<td>Clear view box (planter box)</td>
</tr>
<tr>
<td>6 + 0 = 6</td>
<td>Planter beds (different sites/tiered)</td>
</tr>
<tr>
<td>+ 1 = 1</td>
<td><strong>Outdoor musical instruments</strong></td>
</tr>
<tr>
<td>+ 1 = 1</td>
<td><strong>Math based curriculum</strong></td>
</tr>
<tr>
<td></td>
<td>Whiteboard for outdoor classroom</td>
</tr>
<tr>
<td></td>
<td>Making recycling more transparent</td>
</tr>
</tbody>
</table>

**NATURE** - Schoolyard Ecology

<table>
<thead>
<tr>
<th>Votes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 + 10 = 20</td>
<td>Edible garden/Botanical garden</td>
</tr>
<tr>
<td>4 + 4 = 8</td>
<td>Recycled art</td>
</tr>
<tr>
<td>4 + 3 = 7</td>
<td>Trees with Fall color &amp; <strong>benches</strong></td>
</tr>
<tr>
<td>2 + 5 = 7</td>
<td>Rainwater harvest</td>
</tr>
<tr>
<td>5 + 0 = 5</td>
<td>Mulberry tree</td>
</tr>
<tr>
<td>1 + 4 = 5</td>
<td>Willow dome/small enclosed spaces</td>
</tr>
<tr>
<td>3 + 1 = 4</td>
<td>Weather station</td>
</tr>
<tr>
<td>+ 4 = 4</td>
<td><strong>Digging bed/sand box</strong></td>
</tr>
<tr>
<td>2 + 1 = 3</td>
<td>Garden shed</td>
</tr>
<tr>
<td>1 + 2 = 3</td>
<td>Outdoor sink</td>
</tr>
<tr>
<td>2 + 0 = 2</td>
<td>Compost (worm)</td>
</tr>
<tr>
<td>2 + 0 = 2</td>
<td>Restoration garden (Islais creek)</td>
</tr>
<tr>
<td>1 + 1 = 2</td>
<td>Solar education/(wind) renewable energy demonstration</td>
</tr>
<tr>
<td>+ 2 = 2</td>
<td>Visible watershed element</td>
</tr>
<tr>
<td>+ 2 = 2</td>
<td><strong>Scaled directional model of geology of SF showing local landmarks/pieces of the Bay Area in the yard</strong></td>
</tr>
<tr>
<td>+ 2 = 2</td>
<td><strong>Sundial</strong></td>
</tr>
<tr>
<td>+ 2 = 2</td>
<td><strong>Water feature</strong>                                    <strong>“Connect” to Glen Canyon via interpretative signs, wildlife habitat</strong></td>
</tr>
<tr>
<td>+ 1 = 1</td>
<td><strong>Butterfly Garden</strong></td>
</tr>
<tr>
<td></td>
<td>Interpretive signage related to creek</td>
</tr>
<tr>
<td></td>
<td>“Connect” to Glen Canyon via interpretative signs, wildlife habitat</td>
</tr>
<tr>
<td></td>
<td>Native Trees through 2012 by 2012</td>
</tr>
</tbody>
</table>

**PLAY** - Schoolyard Recreation

<table>
<thead>
<tr>
<th>Votes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ 10 = 10</td>
<td><strong>Rope climbing structure over sand similar to SF Zoo one</strong></td>
</tr>
<tr>
<td>8 + 1 = 9</td>
<td>Outdoor play (ecological)</td>
</tr>
<tr>
<td>+ 8 = 8</td>
<td>Jumper or trampoline</td>
</tr>
<tr>
<td>4 + 0 = 4</td>
<td>Chalkboard for water art</td>
</tr>
<tr>
<td>2 + 2 = 4</td>
<td>Movable play parts (to sit on and for storage) - <strong>Encourage collaborative play through space and materials</strong></td>
</tr>
</tbody>
</table>

BAY TREE DESIGN, inc.
Dinosaur or wave structure/materials similar to Golden Gate Park – Children’s Playground
Tunnels, pulleys and levers
Balance beam
Challenging play structure
Space for kickball

COMFORT - Schoolyard Comfort, Microclimates & Seating

<table>
<thead>
<tr>
<th>Votes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 + 6 = 17</td>
<td>Soft ground space</td>
</tr>
<tr>
<td>6 + 5 = 11</td>
<td>Shade in many places</td>
</tr>
<tr>
<td>8 + 0 = 8</td>
<td>Tables/benches (eating/class work)</td>
</tr>
</tbody>
</table>

BEAUTY/COMMUNITY - Schoolyard Personalization & Aesthetics

<table>
<thead>
<tr>
<th>Votes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 + 10 = 15</td>
<td>Integrate community/kids ideas in art/mosaics</td>
</tr>
<tr>
<td></td>
<td>Projects that pull community together</td>
</tr>
</tbody>
</table>

SPATIAL GOALS

<table>
<thead>
<tr>
<th>Votes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 + 0 = 14</td>
<td>Expand yard beyond fence</td>
</tr>
<tr>
<td>3 + 7 = 10</td>
<td>Log seating/small seating</td>
</tr>
<tr>
<td>+ 1 = 1</td>
<td>Fences around gardens for animals</td>
</tr>
<tr>
<td></td>
<td>Wind buffer/blocks</td>
</tr>
<tr>
<td></td>
<td>Small hills</td>
</tr>
<tr>
<td></td>
<td>Artificial turf</td>
</tr>
<tr>
<td></td>
<td>Use rooftop</td>
</tr>
<tr>
<td></td>
<td>Division of spaces: intimate/enclosed spaces, quiet corner, active spaces</td>
</tr>
</tbody>
</table>

PROGRAM IDEAS

Garden equipment
Irrigation
APPENDIX B: IMAGES OF EXISTING SCHOOLYARD
APPENDIX B: IMAGES OF THE EXISTING SCHOOLYARD

Images of the existing schoolyard are included in this report as a record of what the community started with when they began to add to their green schoolyard following the master plan.

PICK-UP TIME ON LIPPARD AVENUE INCLUDES THE SPECIAL EDUCATION BUS LOADING ZONE (SEE CONES), STUDENTS WAITING FOR PARENTS TO PICK THEM UP (ON WALL), & TRAFFIC LINED UP ON THIS ONE LANE STREET.

BUS LOADING ZONE ON BROMPTON AVENUE & “QUIET AREA” OF UPPER YARD.

KINDERGARTEN YARD WITH MAIN BUILDING AT LEFT & RESIDENTIAL NEIGHBORS AT RIGHT. NOTE FAR RIGHT CORNER & STEEP SLOPE TO CATCH BASIN BEHIND PLAY STRUCTURE.
TERRACE & STAIRCASE ARE THE PRIMARY CONNECTION BETWEEN THE UPPER YARD & MAIN BUILDING.

ACTIVE AREA OF UPPER YARD.

CAFETERIA DOORS WITH AUDITORIUM & EDC ROOM ABOVE. THIS IS THE LOCATION FOR THE PROPOSED GAZEBO IN THE LOWER YARD.
SIDE YARD NORTH OF THE MAIN BUILDING IS AN AREA THAT IS DIFFICULT TO SUPERVISE AND NEAR THE PEDESTRIAN OVERPASS.

ONE OF TWO PLANTING BEDS BETWEEN BROMPTON AVENUE AND THE UPPER YARD. THIS IS THE LOCATION OF THE COW VISIT.

THE INTERSECTION OF BROMPTON AVENUE & BOSWORTH STREET IS AN OPPORTUNITY FOR GLEN PARK’S PUBLIC FACE. ON THE TOP OF THE RETAINING AND TO THE LEFT IS THE LOCATION OF THE NEW YARD.
In September 2009, the Glen Park Elementary community began a participatory schoolyard design process as part of the SFUSD 2006 Proposition A Bond’s Green Schoolyard Program. The overall goal of this bond-funded project is to enhance the existing schoolyard to create an engaging and ecologically-friendly environment for children to learn and play in.

The 2006 Proposition A Bond program is contributing $150,000 to “green” Glen Park Elementary’s schoolyard. The concept design for this renovation is currently being developed by Glen Park Elementary’s principal, teachers and staff, with the assistance from Lisa Howard of Bay Tree Design, inc. This plan is intended to guide the future development of the school’s gardening program, outdoor classroom spaces, and play areas. This initial planning phase will be complete by June 2010. In the next phase of the project, a local landscape architect selected by the school community will complete the design details and construction documents. The project will likely be constructed by contractors during the summer of 2012.

The mission of the Glen Park Green Schoolyard Committee is:
• Provide an outdoor classroom
• Grow an edible & botanical garden
• Plant trees with fall color
• Include soft ground surfaces
• Integrate students’ ideas in permanent art
• Add social seating
• Provide areas for ecological based play
• Include art made from recycled materials

The overall goals of this green schoolyard are to:
• Provide a variety of opportunities for active, quiet, and creative play.
• Enhance educational opportunities by creating outdoor classroom spaces for hands on interaction and learning opportunities.
• Enrich schoolyard ecology by creating an aesthetic living schoolyard that promotes interaction with the natural environment and promotes a healthy lifestyle.
As part of the SFUSD 2006 Proposition A Bond’s Green Schoolyard Program the Glen Park Elementary School community began a participatory schoolyard design process in September 2009. The goal of the green schoolyard planning project is to enrich the schoolyard with additional recreational, educational, and ecological features that will make it a more exciting, beautiful, interesting and comfortable environment for students and adults.

1. PROJECT KICK-OFF
The Green Schoolyard project began with a meeting for teachers and family members to discuss the idea of enhancing the schoolyard. Landscape architect Lisa Howard of Bay Tree Design, inc. led this meeting and presented a schoolyard ecology slideshow to open the conversation and brainstorming session. The school community used this meeting to articulate their goals for the schoolyard’s future development and list ideas for projects to be incorporated into the yard.

2. SCHOOLYARD UNDERSTANDING
Lisa Howard walked the site with the principal and two of the teachers. The information garnered at the site walk was mapped and discussed in more detail at the design workshop. Some of the issues discussed included daily use zones, vehicular and pedestrian circulation, microclimates and existing ecological features, and opportunities and constraints.

3. DESIGN WORKSHOP
A group consisting of the principal, teachers, and parents met in February 2010 to participate in a design workshop organized by Lisa Howard. At the workshop, the adults worked in three groups to create three separate programmatic site designs for the schoolyard. The groups developed their design based on the site research, site needs, and goals developed at the kick-off meetings.

4. CONCEPT PLAN
After the design workshop, Bay Tree Design, inc. reviewed the school community’s ideas and combined them to create a concept plan, which was subsequently reviewed and refined by the principal, teachers, and parents. The resulting diagram above, approved in June 2010, illustrates the school’s consensus about the green schoolyard’s general direction and design in the years to come, and describes the intended uses for each area of the school grounds.
AGREEMENT BETWEEN SAN FRANCISCO UNIFIED SCHOOL DISTRICT
AND
XXX LANDSCAPE ARCHITECTS

This Agreement is dated for convenience XXXX XX, 2011, and is entered into between XXX LANDSCAPE ARCHITECTS (hereinafter “Consultant”) and the San Francisco Unified School District (hereinafter “District”).

RECITALS

WHEREAS, The Consultant has experience and expertise in landscape design services;
WHEREAS, The District desires that the Consultant render professional services to provide Green Schoolyard Program design for XXX school related to the passage of the District’s Proposition A 2006 Bond Program,
WHEREAS, Consultant represents itself able and, for a consideration, willing to perform the services required by the District;
NOW, THEREFORE, for and in consideration of the promises hereinafter contained, the parties agree as follows:

1. AVAILABILITY OF FUNDS AND BUDGET AND FISCAL PROVISION AND TERMINATION IN THE EVENT OF NON-APPROPRIATION
   a. This Agreement is subject to the budget and fiscal policies, regulations, and practices of the District.
   b. The amount of the District's obligation hereunder shall not at any time exceed the amount herein stated.
   c. The District has no obligation to renew this Agreement after expiration of its term. If funds are appropriated for a portion of a fiscal year, this Agreement will terminate, without penalty, at the end of the term for which funds are appropriated.
   d. This section controls against any and all other provisions of this Agreement.

2. TERM OF THE AGREEMENT
   The Agreement shall become effective beginning XXXX XX, 2011 and shall terminate on or before XXXX XX, 2013.

3. SERVICES CONSULTANT AGREES TO PERFORM the consultant will perform all services as described in its proposal dated XXXX XX, 2011 attached to this Agreement.
4. **COMPENSATION**

The Consultant shall be paid as per its proposal dated **XXXX XX, 2011** attached to this Agreement, for services rendered. Requests for compensation shall be monthly, complete with a breakdown of charges and receipts as applicable. Payments shall be made in a reasonable time upon approval that services have been rendered in a professional and timely manner as set forth in Section 3 of this Agreement. The amount of money to be paid to the Consultant under this Agreement shall not exceed **XXXXX dollars (US $XXXXX.XX)**. If the scope of work described herein is increased, the Agreement amount may also be increased provided that there is a prior written modification to the Agreement and a Board Resolution authorizing said increases. It shall be the responsibility of the Consultant to ensure that the total approved amount of the Agreement is not exceeded. Any work performed in excess of said amount shall not be compensated.

Contractor’s overhead and profit on change orders resulting from errors and omissions on the part of the Consultant shall be deducted from the Consultant’s fees.

5. **TERMINATION**

a. It is expressly understood and agreed that in the event the Consultant or the District fails to perform its obligations under this Agreement, this Agreement shall be terminated and all the Consultant’s and District’s rights hereunder ended. Termination shall be upon ten (10) days written notice to the defaulting party, and no work will be undertaken by Consultant after receipt of the notice. In the event this Agreement is terminated by the District pursuant to this paragraph; the Consultant shall be paid for services performed up to the date of termination.

b. It is further understood and agreed that the District may terminate this Agreement for the District’s convenience and without cause at any time by giving the Consultant thirty (30) days written notice of such termination. In such an instance, the Consultant shall be entitled to compensation for services performed up to the effective date of termination.

c. Upon receipt of written notice that this Agreement is terminated, the Consultant will submit an invoice to the District for an amount that represents the value of services actually performed up to the date of termination for which the Consultant has not previously been compensated as per paragraph 4 above. Upon approval and payment of this invoice by the District, the District shall be under no further obligation to the Consultant, monetarily or otherwise.

6. **INDEPENDENT CONTRACTOR**

The Consultant shall be deemed at all times to be an independent contractor and shall be wholly responsible for the manner in which it performs the services required of him pursuant to the terms of this Agreement. The Consultant shall be liable for any act or acts of its own, or its agents or employees, and nothing contained herein shall be construed as creating the relationship of employer and employee.
between the District and the Consultant or its agents and employees. The Consultant shall also complete and file with the District the attached W-9 form.

7. MODIFICATION OF AGREEMENT
The parties may amend this Agreement in writing by mutual consent. Changes, including any increase or decrease in the amount of the Consultant's compensation, shall only be effective upon the execution of a duly authorized written amendment to this Agreement.

8. SUBCONTRACTING
The Consultant is prohibited from subcontracting this Agreement or any services provided pursuant to this Agreement unless such subcontracting is agreed to in writing and executed in the same manner as this Agreement. No party on the basis of this Agreement shall in any way contract on behalf of or in the name of the other party of this Agreement, and violation of this provision shall confer no rights on any party and shall be void.

9. ADMINISTRATIVE REMEDY FOR AGREEMENT INTERPRETATION
Should any question arise as to the meaning and intent of the Agreement, the matter shall, prior to any action or resort to any other legal remedy, be referred to the Superintendent who shall decide the true meaning and intent of the Agreement.

10. BANKRUPTCY
In the event that either party shall cease conducting business in the normal course, become insolvent, make a general assignment for the benefit of creditors, suffer or permit the appointment of a receiver for its business or assets or shall avail itself of, or become subject to, any proceeding under the Federal Bankruptcy Act or any other statute of any state relating to insolvency or the protection of rights of creditors, then at the option of the other party, this Agreement shall terminate and be of no further force and effect, and any property or rights of such other party, tangible or intangible, shall forthwith be returned to it.

11. CONSULTANT'S DEFAULT
Failure or refusal of the Consultant to perform or do any act herein required shall constitute default. In the event of any default, in addition to any other remedy available to the District, the District may terminate this Agreement pursuant to the terms of Section 6a herein. Such a termination shall not waive any other legal remedies available to the District.
12. **CONFLICT OF INTEREST**

Consultant understands and certifies that it does not know of any facts which constitute a violation of the California Political Reform Act, which states in part: "[N]o public official at any level of state or local government shall make, participate in making or in any way attempt to use its official position to influence a governmental decision in which he/she knows or has reason to know he/she has a financial interest.” (California Government Code Section 87100 et seq.)

Consultant also hereby certifies that no current Board member or employee of the San Francisco Unified School District, and no one who has been a Board member or an employee of the District within the last two years, has participated in bidding, selling or promoting this Agreement. Furthermore, Consultant certifies that no such current or former Board member or employee will derive any compensation, directly or indirectly, from this Agreement. Consultant understands that any violation of this provision of the Agreement shall make the Agreement voidable by the District.

13. **SEVERABILITY**

If any term or provision of this Agreement shall be found illegal or unenforceable, this Agreement shall remain in full force and effect and such term or provision shall be deemed stricken.

14. **AGREEMENT MADE IN CALIFORNIA**

This Agreement shall be deemed to be executed in, and shall be construed in accordance with, the laws of the State of California.

15. **INDEMNIFICATION**

A. With respect to professional services to be provided under this Agreement, the Consultant shall indemnify and hold harmless the San Francisco Unified School District, agents, and employees from and against any and all actions, claims, damages and losses, including attorney’s fees that may arise out of Consultant’s negligent acts, errors, or omissions caused by the Consultant.

B. With respect to claims arising under Consultant’s general liability coverage, the Consultant shall indemnify and hold harmless the San Francisco Unified School District, it’s agents, and employees from and against any actions, claims, damages or loss, including attorney’s fees that may arise out of Consultant’s activities in the performance of it’s services under this Agreement.

C. The Consultant shall indemnify and save harmless the District, it’s officers, agents, employees and members of the Board of Education from any claims, loss, damage, injury and liability of every kind, nature and description that may at any times arise from any infringement of any patent right, copyright, trade secret or any other proprietary right or trademark by any of Consultant’s officers, employees and/or agents by use or articles or services in the performance of this Agreement.
16. **INSURANCE**

a. The Consultant shall procure and maintain during the term of this Agreement the following insurance:

   (1) Comprehensive General Liability Insurance with limits not less than $1,000,000.00 (one million dollars) each occurrence combined Single Limit for Bodily Injury and Property Damage.

   (2) Comprehensive or Business Automobile Liability Insurance with limits not less than $1,000,000.00 (one million dollars) each occurrence Combined Single Limit for Bodily Injury and Property Damage, including coverages for Owned, Non-owned and Hired Vehicles, as applicable.

   (3) Workers' Compensation Insurance, with Employer's Liability limits not less than $1,000,000.00 (one million dollars) each accident.

   (4) Professional Liability (E & O) Insurance with limits not less than $1,000,000.00 (one million dollars) each occurrence.

   If any policies are written on a claims-made form, Consultant agrees to maintain such insurance continuously in effect for three years following completion of this Agreement or extend the period for reporting claims for three years following the completion of this Agreement, such that occurrences which take place during the Agreement period shall be insured for three years following completion of the Agreement.

b. The General Liability and Comprehensive Automobile Liability Insurance shall be endorsed to provide the following:

   (1) Name as additional insureds the San Francisco Unified School District, its Board, officers and employees.

   (2) That such policies are primary insurance to any other insurance available to the additional insureds, with respect to any claims arising out of this Agreement and that insurances apply separately to each insured against whom claim is made or suit is brought.

   (3) Thirty (30) days advance written notice to the District of cancellation, non-renewal or reduction in coverage.

   The Consultant shall provide the District with the appropriate certificate(s) of insurance prior to commencing performance. The Consultant shall also be obligated to notify the District in writing at least 30 (thirty) days in advance of any cancellation, non-renewal or reduction of any of its insurance policies required under this Agreement. Consultant also understands and agrees that the District may withhold payment for services performed for any violations of the insurance provisions of this Agreement.
17. **NON-DISCRIMINATION**

Consultant agrees that it shall not discriminate on the basis of sex, race, religious creed, national origin, age, marital status, sexual orientation, gender identity, AIDS/ARC/HIV status, or disability, in its performance under this Agreement. Contractor acknowledges that, pursuant to the Americans with Disabilities Act (ADA), programs, services, and other activities provided by a public entity to the public, whether directly or through a contractor, must be accessible to persons with disabilities. Contractor agrees not to discriminate against persons with disabilities in the provision of services, products, benefits, or activities provided in the Contract of Agreement, and further agrees that any violation of this prohibition on the part of the Contractor shall constitute a material breach of the Contract or Agreement.

18. **CRIMINAL BACKGROUND CHECKS**

Consultant agrees to comply with Education Code Section 45125.1, et seq. concerning fingerprinting employees and conducting criminal background checks through the California Department of Justice. The District is extending this requirement to all types of consultants if they are deemed to have more than limited contact with District students. The consultant shall assume all expenses associated with these background checks and shall immediately remove any employee or agent from District property who has been arrested or convicted of any serious or violent felony, as defined by the California Penal Code Sections 667.5 and 1192.7.

The District shall be the final arbiter of what constitutes "limited contact." The District may also, in its sole discretion, waive these provisions if it determines that emergency or exceptional circumstances exist which threaten student or staff safety if the work is delayed pending clearance. The Consultant's violation of this section shall constitute a default under Section 12 herein.

19. **PROPRIETARY INFORMATION OF DISTRICT**

The Consultant understands and agrees that, in its performance under this Agreement or in contemplation thereof, the Consultant may have access to private or confidential information which may be owned or controlled by the District and that such information may contain proprietary details, the disclosure of which to third parties will be damaging to the District, its employees or students. The Consultant also understands and agrees that the disclosure of such information may violate state and/or federal law and may subject the Consultant to civil liability. Consequently, Consultant agrees that all information disclosed by the District to the Consultant shall be held in confidence and used only in performance of the Agreement. The Consultant shall exercise the same standard of care to protect such information as is used to protect its own proprietary data.
20. **NOTICES TO THE PARTIES**

All notices to be given by the parties hereto shall be in writing and served by depositing same in the United States Post Office, postage prepaid and registered as follows:

**TO THE DISTRICT:** San Francisco Unified School District

ATTN: XXXXX

135 Van Ness Avenue Room 207

San Francisco, CA 94102

**TO THE CONSULTANT:** XXX LANDSCAPE ARCHITECTS

XXXXX Street

XXXXX, CA 9XXXX

(XXX) XXX-XXXX

21. **WAIVER**

Either party’s failure at any time to enforce any default or right reserved to it, or to require performance of any of the Agreement's terms, covenants, or provisions by the other party at the time designated, shall not be a waiver of any such default or right to which the party is entitled, nor shall it in any way affect the right of the party to enforce such provisions thereafter.

22. **ASSIGNMENT**

It is understood and agreed that the services to be performed by the Consultant are personal in character and neither this Agreement nor any duties or obligations hereunder shall be assigned or delegated by the Consultant without the prior written consent of the District.

23. **OWNERSHIP OF THE RESULTS**

Any interest of the Consultant in studies, reports, memoranda, computation sheets or other documents prepared by the Consultant in connection with services to be performed under this Agreement shall become the property of and will be transmitted to the District. However, the Consultant may retain and use copies for reference and as documentation of its experience and capabilities, but only to the extent Consultant's use does not violate Section 18 of this Agreement.

24. **AUDIT AND INSPECTION OF RECORDS**

The Consultant agrees to maintain and make available to the District accurate books and accounting records relative to its activities under this Agreement. The Consultant will permit the District
to audit, examine and make excerpts and transcripts from such books and records, and to make audits of all invoices, materials, payrolls, records or personnel and other data related to all other matters covered by this Agreement, whether funded in whole or in part under this Agreement. The Consultant shall maintain such data and records in an accessible location and condition for a period of not less than three years after a final payment under this Agreement or until after final audit has been completed, whichever is later.

25. **SECTION HEADINGS**

   The section headings contained herein are for convenience in reference and are not intended to define the scope of any provision of this Agreement.

26. **ENTIRE AGREEMENT**

   The entire Agreement between the parties is included herein and no warranties, expressed or implied, representations, promises, or statements have been made by either party unless endorsed herein in writing, and no change or waiver of any provision hereof shall be valid unless made in writing and executed in the same manner as this Agreement.

IN WITNESS WHEREOF the parties hereto have executed this Agreement the year and date first above written.

Resolution #: **XXX-XXXX**

_______________________________   SAN FRANCISCO UNIFIED SCHOOL DISTRICT

CONSULTANT

By:_______________________________ Joseph Grazioli

Chief Financial Officer

David Goldin

Chief Facilities Officer

APPROVED AS TO FORM:

BY:_______________________________

Legal Counsel, SFUSD
San Francisco Unified School District  
Consultant/Independent Contractor Agreement  
Criminal Background Check

<table>
<thead>
<tr>
<th>Name of Independent Consultant/Contractor:</th>
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</thead>
<tbody>
<tr>
<td>Services performing under the Agreement:</td>
</tr>
<tr>
<td>Schools/Locations where services are being performed:</td>
</tr>
<tr>
<td>Total amount to be paid by the District under this Agreement:</td>
</tr>
<tr>
<td>Term of Agreement:</td>
</tr>
</tbody>
</table>

**Check the applicable box and fill in any blanks.**

1. I certify that none of my employees will have more than limited contact (as defined by the District) with District students during the term of the Agreement.

2A. The following employees will have more than limited contact (as defined by the District) with District students during the term of the Agreement (attach and sign additional pages, as needed):

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

2B. I certify that the employees noted in 2A above have been fingerprinted under procedures established by the California Department of Justice, and the results of those fingerprints reveal that none of these employees have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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</table>

Certification by Contractor/Consultant

"I certify that the information provided herein is true and accurate. I further acknowledge that during the term of my Agreement with the District, if I learn of additional information which differs from the responses provided above, I promise to forward this additional information to the District immediately."

<table>
<thead>
<tr>
<th>Consultant's Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>David Goldin, Chief Facilities Officer</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrator's Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed name of Consultant</td>
<td>Date</td>
</tr>
</tbody>
</table>

Printed name of Administrator
AUTHORITY. The Disabled Veteran Business Enterprise (DVBE) Participation Goal Program for state contracts is established in Public Contract Code (PCC), Section 10115 et seq., Military and Veterans Code, Section 999 et seq. and California Code of Regulations, Title 2 (2CCR), Section 1896.60 et seq.

The minimum DVBE participation percentage is 3% for this solicitation unless another percentage is specified in the solicitation.

INTRODUCTION. The bidder must document at least one of the options (A, B or C) in this document to comply with this solicitation’s DVBE program requirements. Bids or proposals (hereafter called “bids”) that fail to fully document one of the DVBE program requirements options shall be considered non-responsive and ineligible for award.

All information submitted by the intended awardee to comply with this solicitation’s DVBE requirements will be verified by the State. If evidence of an alleged violation is found during the verification process, the State shall initiate an investigation with this information in accordance with the requirements of the Public Contract Code, Section 10115, et seq. and the Military and Veterans Code, Section 999 et seq. and follow the investigatory procedures required by the California Code of Regulations, Section 1896.80.

Only State of California, Office of Small Business and DVBE Certification certified DVBEs who perform a commercially useful function relevant to this solicitation may be used to satisfy the DVBE program requirements. The criteria for performing a commercially useful function are contained on page 5, Resources & Information and California Code of Regulations, Title 2, Section 1896.61(l). Verify each DVBE subcontractor’s/supplier’s certification with the Office of Small Business and DVBE Certification Section to ensure DVBE eligibility.

<table>
<thead>
<tr>
<th>To meet the DVBE program requirements, bidders must complete and fully document at least one of the following compliance options:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option A - Commitment to full DVBE participation</strong> - For a bidder who is a DVBE or who is able to meet the commitment to use identified DVBE(s) to fulfill the full DVBE participation goal.</td>
</tr>
<tr>
<td><strong>Option B - Good Faith Effort</strong> - For a bidder documenting its completed effort, made prior to the bid due date, to obtain DVBE participation that may result in partial or no DVBE participation.</td>
</tr>
<tr>
<td><strong>Option C - Business Utilization Plan</strong> - For a bidder using an annual plan (subject to approval) to satisfy DVBE participation requirements. Applies only to solicitations for goods and information technology.</td>
</tr>
</tbody>
</table>

PLEASE READ ALL INSTRUCTIONS CAREFULLY. These instructions contain information about the DVBE program requirements, bidder responsibilities, and requirements for performing and documenting each of the three available options as detailed below. Bidders are responsible for thorough review and compliance with these instructions. Document your option selection on the attached STD Form 840, Documentation of Disabled Veteran Business Enterprise Program Requirements.
OPTION A – COMMITMENT -- Commit to meet or exceed the DVBE participation requirement in this solicitation by either Method A1 or A2. Bidders must document DVBE participation commitment by completing and submitting the attached STD 840. Failure to complete and submit STD 840 (Side 1) as instructed shall render your bid non-responsive.

The bidder must provide, prior to contract award, a written agreement signed by the bidder and each proposed DVBE subcontractor. The written agreement will include the DVBE scope of work, work to be performed by the DVBE, term of intended subcontract with the DVBE, anticipated dates the DVBE will perform required work, rate and conditions of payment, total amount of contract to be paid to the DVBE, and the percentage of the entire contract that will be awarded to the DVBE, with each DVBE subcontractor. If this information is contained in the bidder’s DVBE written agreement of intent, the agreement may be attached to the STD 840. If further verification is necessary, the state will obtain additional information to verify the above requirements.

Method A1. Certified DVBE bidder:

a. Commit to performing at least 3% of the contract bid amount (unless otherwise specified) with your firm or in combination with other DVBE(s).

b. Document DVBE participation on STD 840 (Side 1) and attach a copy of all applicable certifications.

c. A DVBE bidder working in combination with other DVBEs shall be requested to submit proof of its commitment by submitting a written agreement with the DVBE(s) identified in its bid’s STD 840. When requested, the written agreement must be submitted to the address or facsimile number specified and within the timeframe identified in the notification. Failure to submit the requested written agreement as specified may be grounds for bid rejection.

Method A2. Non-DVBE bidder:

a. Commit to using certified DVBE(s) for at least 3% (unless otherwise specified) of the bid amount.

b. When a bidder commits to less than the required 3% DVBE participation or its commitment may fall below 3% if specific line items/groups are not selected for award, then Option B, Good Faith Effort must be completed in addition to Option A, Commitment.

c. Document DVBE participation on STD 840 (Side 1) and attach a copy of the DVBE’s certification.

d. Prior to contract award, a bidder is to submit proof of their commitment by submitting a written agreement with the DVBE(s) identified in its bid’s STD 840. The awarding department contracting official named in this solicitation will contact each listed DVBE, by mail, fax or telephone, for verification of the bidder’s submitted DVBE information. The written agreement must be submitted to the address or facsimile number specified and within the timeframe identified in the notification. Failure to submit the written agreement as specified may be grounds for bid rejection.
OPTION B – GOOD FAITH EFFORT (GFE) performance and documentation requirements must be completely satisfied prior to bid submission if you are unable to obtain and commit to the full DVBE participation percentage goal (Option A) and do not exercise Option C. Perform and document the following Steps 1 through 5 on both sides of the attached STD 840 form. Failure to perform and document GFE Steps 1 through 5 as instructed, which includes properly completing and submitting both sides of STD 840, shall result in your bid being deemed non-responsive. Step 3, Advertisement, is required unless specifically waived for this solicitation due to time limits imposed by the awarding department.

Step 1 Awarding Department - Contact the department’s contracting official named in this solicitation to identify interested DVBEs. You must fully document this contact and describe the results on STD 840 (Side 2).

Step 2 Other State and Federal Agencies, and Local Organizations

STATE Contact the Department of General Services, Procurement Division’s (DGS-PD) Office of Small Business and DVBE Certification (OSDC) to obtain a list of certified DVBEs by telephone at (916) 322-5060 for the 24-hour automated telephone system or (916) 375-4940 for the receptionist during normal business hours. This information can also be obtained by searching the online database at http://www.pd.dgs.ca.gov/smbus. Begin by selecting Certified Firm Inquiry Services, then search by using either the Keyword Search or the Standard Query options. You must fully document this contact and describe the results on STD 840 (Side 2).

FEDERAL Search the U.S. Small Business Administration’s (SBA) online database (Pro-Net) at http://www.pro-net.sba.gov to identify potential DVBEs. Select these minimum options in the following sequence: select Search Database; select CA under “State”; select Service Disabled Veteran under “Other Ownership Data”; and “Search Using These Criteria” at the page bottom. The database takes a few moments to query, and then your list will appear on your screen. You may select other criteria to focus your search. You must fully document this contact and describe the results on STD 840 (Side 2).

LOCAL Contact at least one local DVBE organization to identify DVBEs. For a list of local DVBE organizations, please refer to the DVBE Resource Packet that may be accessed online (http://www.pd.dgs.ca.gov/smbus - select “DVBE Resource Packet”) or obtain a hardcopy by requesting it from DGS-PD Office of Small Business and DVBE Outreach and Education (see the Resources & Information page). You must fully document your contact with local DVBE organizations and describe the results on STD 840 (Side 2).

Step 3 Advertisements are mandatory unless waived by the awarding department.

CONTENT REQUIREMENTS: Include all of the following in your advertisement(s): (1) company name; (2) contact name; (3) address; (4) telephone and facsimile (if applicable) numbers; (5) e-mail address (if applicable); (6) the state’s solicitation number(s); (7) goods and/or services for which the state is soliciting; (8) the location of the work to be performed; and (9) the State’s bid(s) due date and/or your due date for receiving DVBE responses.

HOW MANY & WHERE TO PUBLISH: Bidders must publish two (2) ads, one (1) each in a trade paper and a DVBE focus paper unless the paper is dual purpose (fulfilling both trade and focus requirements as defined in California Code of Regulations, Title 2, Section 1896.61(k)), in which case one (1) ad is acceptable. Please see the DVBE Resource Packet for a list of acceptable publications.

WHEN: Ads must be published after the solicitation’s release date and at least 14 days prior to the bid due date, unless a different time period is expressly established in this solicitation.

DOCUMENT & SUBMIT: On STD 840 (Side 2), document the publication name(s) in which you published advertisement(s), the contact name and phone number, and date of publication. Include a copy(ies) of the advertisement(s) with your bid.
Step 4  Invitations to Participate

**WHO:** Invite (solicit) DVBEs who can provide relevant goods and/or services to this solicitation to subcontract with you. Conducting Steps 1 through 3 produces a list of DVBEs from which you may choose potential DVBE subcontracts/suppliers to contact. Bidders are advised to contact as many DVBEs (who provide relevant goods and/or services in the applicable location(s)) as possible. Non-California-certified DVBEs are not eligible -- please refer those DVBEs to the OSDC to learn about certification (see the Resources & Information page for contact information).

**FOR WHAT:** Solicit DVBEs for goods and/or services relevant to the state’s solicitation. If you are unable to identify specific portion(s) of the proposed contract to subcontract, the state encourages bidders to avoid making a predetermination that no DVBEs are able to perform without first contacting and soliciting participation from them. This allows DVBEs to respond whether they can or cannot provide any goods or services related to the solicitation, and provides a bidder with responses for consideration.

**HOW TO INVITE & CONTENT REQUIREMENTS:** Written invitations are required. At a minimum, invitations must contain all of the following: (1) company name; (2) contact name; (3) address; (4) phone and facsimile (if applicable) numbers; (5) return e-mail address (if applicable); (6) the state’s solicitation number; (7) goods and/or services for which the state is soliciting; (8) location of work; and (9) the State’s bid(s) due date and/or your due date for receiving DVBE responses.

**WHEN:** Provide DVBE’s with a reasonable time period to receive and respond to your invitation, and to be considered by you for participation as described in Step 5, prior to your bid submission.

**DOCUMENT & SUBMIT:** Bidders must document the completed contacts on STD 840 (Side 1), Section A. Attach additional copies of STD 840A as necessary to list your DVBE contacts. You are required to attach a copy of: (1) each invitation or offer sent by letter, fax or e-mail; and (2) confirmation of transmittal or delivery. Your bid shall be considered non-responsive if it fails to include copies of the written invitations and delivery confirmations.

Step 5  Consider all responding DVBEs for contract participation. Consideration must be based on business needs for the contract and the same evaluation criteria must be applied to each potential DVBE subcontractor/supplier offering the same goods and services. You must document on STD 840 (Side 1), Section A any firm(s) selected for participation; or if not selected, the reason for non-selection. Attach additional copies of STD 840A as necessary to list all of your DVBE contacts.

**OPTION C – THE DVBE BUSINESS UTILIZATION PLAN (BUP)** option permits bidders to submit an approved DVBE BUP to satisfy DVBE participation solicitation requirements up to 3%. **DVBE BUPs apply only to solicitations for goods and information technology (IT) goods and services.** DVBE BUPs are a company’s commitment to expend a minimum of 3% of its total statewide contract dollars with DVBEs -- this percentage is based on all of its contracts in the State, not just those with the State. DVBE BUPs must be submitted to and approved by the DGS-PD prior to the bid due date. Please call the DGS-PD, Office of Small Business and DVBE Outreach and Education for assistance. Bidders choosing this option must properly complete and submit STD 840 (Side 1) and include a copy of its approval letter with the bid; failure to submit these documents shall render your bid non-responsive.
RESOURCES AND INFORMATION

For assistance in preparing a responsive participation document, contact the contracting official at the awarding department for this solicitation. In accordance with Public Contract Code Section 10115.2(b)(3), bidders must advertise in trade and focus publications unless the requirement is waived. The Department of General Services, Procurement Division (DGS-PD) publishes a list of trade and focus publications to assist bidders in meeting these contract requirements. To obtain this list, please contact the DGS-PD Office of Small Business and DVBE Outreach and Education and request the “DVBE Resource Packet.”

U.S. Small Business Administration (SBA)
Internet contact only – see instructions for website navigation
PRONET Database: http://www.pro-net.sba.gov

FOR: Service-Disabled Veteran-owned businesses in California
(Remember to verify each DVBE’s California certification.)

Local Organizations (see the DVBE Resource Packet available from DGS-PD DVBE Program Section listed below)

FOR: List of potential DVBE subcontractors

DGS-PD Office of Small Business and DVBE Certification (OSDC)
707 Third Street, Room 400, West Sacramento, CA 95605
Website: http://www.pd.dgs.ca.gov/smbus
24-hour automated information & document requests: (916) 322-5060
Receptionist: (916) 375-4940
Fax: (916) 375-4950

DGS-PD Office of Small Business and DVBE Outreach and Education
707 Third Street, 2nd Floor, West Sacramento, CA 95605
Voice, 8 am—5 pm: (800) 559-5529
Fax: (916) 375-4597

FOR: Directory of Certified DVBEs
Certification Applications
Certification Information
Certification Status, Concerns
DVBE Program Participation Requirements
DVBE Program Info. and Statewide Policy
DVBE Resource Packet
DVBE Business Utilization Plan
Small Business/DVBE Advocates

Advertisement Format Example

This example offers a suggested format that includes required information outlined in Option B, Good Faith Effort, Step 3. You can substitute the applicable information for the bolded, italicized words.

DVBEs are invited to participate as a potential subcontractor/supplier to perform a commercially useful function specific to DGS’ IFB No. 12345 for fencing materials in Chowchilla.
DVBE responses due to me 1/1/02; Bids due to the State 1/15/02.
Contact: ABC Company
Jane Doe, General Manager
123 Main Street, Sacramento, CA 95814
voice: 555/555-5555; fax: 555/555-5556
or e-mail: jane.doe@abcco.com

Commercially Useful Function Definition

California Code of Regulations, Title 2, § 1896.61(l):
The term “DVBE contractor, subcontractor or supplier” means any person or entity that satisfies the ownership (or management) and control requirements of Section 1896.61(f); is certified in accordance with Section 1896.70; and provides services or goods that contribute to the fulfillment of the contract requirements by performing a commercially useful function. A DVBE contractor, subcontractor or supplier is considered performing a commercially useful function when it meets the following criteria:

(1) The business concern is: responsible for the execution of a distinct element of the work of the contract; carrying out its obligation by actually performing, managing or supervising the work involved; and performing work that is normal for its business services and functions, and

(2) The business concern is not further subcontracting a greater portion of the work than would be expected by normal industry practices.
Designation Of Option  Check the appropriate box(es) to indicate the option(s) with which you choose to comply, complete the applicable sections and attach the required supporting documentation. You are advised to read all instructions carefully prior to completing this form. Remember that only California certified DVBEs who can provide related goods and/or services may be used to satisfy these program solicitation requirements.

- **OPTION A** – I commit to meeting the full DVBE contract participation requirement.
  Complete STD 840, Section A.

- **OPTION B** – I performed and documented a Good Faith Effort (GFE) in an attempt to obtain DVBE participation.
  Complete STD 840, Section A (for GFE Steps 4 & 5) and STD 840 (REVERSE), Section B (for GFE Steps 1–3).

- **OPTION C** – I submit a copy of my firm’s “Notice of Approved DVBE Business Utilization Plan.”

### A. Full information must be provided.

For contract participation commitment, at least one DVBE must be listed. DVBEs must perform a commercially useful function. List the specific goods and/or services with the dollar and/or percentage value(s) that the DVBE(s) commit(s) to provide and the DVBE’s tier (prime contractor = 0, subcontractor to prime contractor = 1, subcontractor to Tier 1 subcontractor = 2, etc.). If both the estimated dollar amount and percentage are listed, the higher value supercedes. Attach additional pages to list all other DVBE subcontractors/suppliers (you may use STD 840A).

During contract performance, all requests for substituting named DVBEs must be made in accordance with the provisions of California Code of Regulations, Title 2, Section 1896.64(c).

For Good Faith Effort (GFE), use this section to document your first completed contacts with (Step 4), and consideration of (Step 5), relevant DVBEs. Business reasons for non-selection must be documented. Attach additional pages to list all other DVBE contacts (you may use STD 840A). Copies of all written invitations and delivery confirmations must also be attached and submitted with the bid.

<table>
<thead>
<tr>
<th>Date Contacted</th>
<th>DVBE Company Name (If you are the Prime and a DVBE enter your name, otherwise enter the solicited subcontractor.)</th>
<th>DVBE Contact Name &amp; Reference #</th>
<th>Telephone Number</th>
<th>Fax Number</th>
<th>E-mail (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Street Address, City, State and Zip Code</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>☐ Yes,</strong> I am, or I will subcontract with, the listed DVBE to provide the following goods and/or services:</td>
<td>Estimated $ and/or % Tier</td>
<td>$ / %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>☐ OR</strong> No, I am unable to subcontract with the DVBE for the following business reasons:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Contacted</th>
<th>DVBE Company Name</th>
<th>DVBE Contact Name</th>
<th>Telephone Number</th>
<th>Fax Number</th>
<th>E-mail (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Street Address, City, State and Zip Code</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>☐ Yes,</strong> I will subcontract with the listed DVBE to provide the following goods and/or services:</td>
<td>Estimated $ and/or % Tier</td>
<td>$ / %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>☐ OR</strong> No, I am unable to subcontract with the DVBE for the following business reasons:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Documentation of Good Faith Effort Steps 1, 2 and 3—Remember to carefully read all instructions prior to completing this form. Please refer to the Resources & Information page for detailed contact information and a sample advertisement format.

**STEP 1. Contact the Awarding Department** (the contracting official, unless another contact is specified) to identify potential DVBE subcontractors/suppliers, and document this contact as required.

<table>
<thead>
<tr>
<th>Date / /</th>
<th>Contact Name</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>( )</td>
</tr>
</tbody>
</table>

Describe Result

**STEP 2. Contact all of the following and document your contacts as required:** Other state and federal agencies and local organizations to identify potential DVBE subcontractors/suppliers.

**Other State Agency** – Procurement Division, Office of Small Business and DVBE Certification (Certification Office)

<table>
<thead>
<tr>
<th>Date / /</th>
<th>Telephone Number</th>
<th>Contact Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(916) 322-5060</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(916) 375-4940</td>
<td></td>
</tr>
</tbody>
</table>

Describe Result

**Federal Agency** – U.S. Small Business Administration (SBA) online database

<table>
<thead>
<tr>
<th>Date / /</th>
<th>Internet Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.pro-net.sba.gov">http://www.pro-net.sba.gov</a></td>
</tr>
</tbody>
</table>

Describe Result

**Local DVBE Organizations** – Contact at least one local DVBE organization—refer to the DVBE Resource Packet for a list of acceptable contacts. ([http://www.pd.dgs.ca.gov/smbus](http://www.pd.dgs.ca.gov/smbus) - select “DVBE Resource Packet”)

<table>
<thead>
<tr>
<th>Date / /</th>
<th>Organization Name</th>
<th>Contact Name</th>
<th>Telephone Number and/or Internet Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Describe Result

**STEP 3. Publish advertisements:** Two (2) advertisements: One (1) ad in an accepted trade paper; and one (1) ad in an accepted DVBE focus paper (please see the DVBE Resource Packet for a list of all accepted publications); unless the paper is dual purpose (fulfilling both trade and focus requirements), in which case one (1) ad is acceptable. Document this step as required and remember to attach a copy of your advertisement(s).

**Focus Paper Name** (list full name)  
**Address**  
**Trade Paper Name** (list full name)  
**Address**

<table>
<thead>
<tr>
<th>Focus Paper Name</th>
<th>Contact Name</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>( )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trade Paper Name</th>
<th>Contact Name</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>( )</td>
</tr>
</tbody>
</table>

Describe Result

[ ] I certify the ad was placed to reach both trade and focus audiences through this one publication.
<table>
<thead>
<tr>
<th>Date Contacted</th>
<th>DVBE Company Name</th>
<th>DVBE Contact Name</th>
<th>Telephone Number</th>
<th>Fax Number</th>
<th>E-mail (if available)</th>
<th>Street Address, City, State and Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**This document may be used as a continuation from Section A, STD 840 (REV. 9-15-2003)**

Yes, I will subcontract with the listed DVBE to provide the following goods and/or services:

<table>
<thead>
<tr>
<th>Specific Goods and/or Services</th>
<th>Estimated $ and/or %</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OR

No, I am unable to subcontract with the DVBE for the following business reasons:

<table>
<thead>
<tr>
<th>Date Contacted</th>
<th>DVBE Company Name</th>
<th>DVBE Contact Name</th>
<th>Telephone Number</th>
<th>Fax Number</th>
<th>E-mail (if available)</th>
<th>Street Address, City, State and Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yes, I will subcontract with the listed DVBE to provide the following goods and/or services:

<table>
<thead>
<tr>
<th>Specific Goods and/or Services</th>
<th>Estimated $ and/or %</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OR

No, I am unable to subcontract with the DVBE for the following business reasons:
YES, I will subcontract with the listed DVBE to provide the following goods and/or services:

Specific Goods and/or Services

Estimated $ and/or %

Tier

OR

NO, I am unable to subcontract with the DVBE for the following business reasons:

Please do not submit this checklist with your bid. It is provided for your use only. Checking every box of your elected compliance option does not guarantee that your bid will be evaluated compliant.

<table>
<thead>
<tr>
<th>OPTION A: COMMITMENT TO DVBE CONTRACT PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ STD 840 included with bid</td>
</tr>
<tr>
<td>□ DVBE Written Agreement</td>
</tr>
<tr>
<td>□ Designated the Commitment Option – Checked the first box</td>
</tr>
<tr>
<td>□ Listed at least one California certified DVBE subcontractor</td>
</tr>
<tr>
<td>□ Checked the box(es) for “Yes…”</td>
</tr>
<tr>
<td>□ Listed specific goods and/or services DVBE(s) agrees to provide</td>
</tr>
<tr>
<td>□ Proposed DVBE contract performance is a “commercially useful function” relevant to the contract</td>
</tr>
<tr>
<td>□ Listed the estimated dollar amount and/or percentage of contract for the DVBE’s participation</td>
</tr>
<tr>
<td>□ Proposed DVBE participation meets the 3% requirement  (unless a different percentage is specified)</td>
</tr>
<tr>
<td>□ Attached a copy of the DVBE’s certification letter from the Department of General Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPTION B: GOOD FAITH EFFORT (GFE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ STD 840 included with bid</td>
</tr>
<tr>
<td>□ Designated the GFE Option – Checked the second box</td>
</tr>
<tr>
<td>□ (Step 4) Listed all DVBEs contacted and invited to perform on the proposed contract</td>
</tr>
<tr>
<td>□ Confirmed that listed DVBEs are California certified</td>
</tr>
<tr>
<td>□ Attached copies of the invitations sent to the listed DVBEs</td>
</tr>
<tr>
<td>□ Invitations included the required contact information</td>
</tr>
<tr>
<td>□ Attached copies of the delivery confirmations for invitations to DVBEs (e.g. mail receipts, fax confirmations, etc.)</td>
</tr>
<tr>
<td>□ (Step 1) Contacted the Awarding Department and listed contact and results</td>
</tr>
<tr>
<td>□ (Step 2) Contacted Other State agency (Office of Small Business and DVBE Certification) and listed the contact and results</td>
</tr>
<tr>
<td>□ (Step 2) Searched the Federal Pro-net internet database and noted the results</td>
</tr>
<tr>
<td>□ (Step 2) Contacted Local DVBE Organization(s) and listed the contact and results</td>
</tr>
<tr>
<td>□ (Step 3) Advertised – IF NOT WAIVED</td>
</tr>
<tr>
<td>Listed full information for the advertisement(s) and publication(s)</td>
</tr>
<tr>
<td>[2 ads in one trade and in one DVBE focus publication; OR 1 ad in one dual-purpose publication]</td>
</tr>
<tr>
<td>□ Attached a copy of the advertisement(s)</td>
</tr>
<tr>
<td>□ The advertisement(s) were published at least 14 days prior to the bid due date</td>
</tr>
<tr>
<td>□ The advertisement(s) included my required contact information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPTION C: BUSINESS UTILIZATION PLAN (BUP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Prior to the bid due date – Submitted a BUP to DGS-PD and received approval</td>
</tr>
<tr>
<td>□ STD 840 included with bid</td>
</tr>
<tr>
<td>□ Designated the BUP Option – Checked the third box</td>
</tr>
<tr>
<td>□ Attached a copy of the BUP Approval letter from DGS-PD</td>
</tr>
</tbody>
</table>
FEE PROPOSAL TEMPLATE

School Name: _______________________________ Greening Project

**DESIGN PHASE**

- Schematic Design: $__________
- Design Development: $__________
- Construction Documents: $__________

**DESIGN PHASE SUBTOTAL:** $__________

**CONSTRUCTION PHASE**

- Construction Bid & Procurement$^{2}$: $__________
- Construction Administration: $__________
- Project Close-out, Warranty and Record Drawings$^{3}$: $__________

**CONSTRUCTION PHASE SUBTOTAL:** $__________

**<SCHOOL NAME> TOTAL CONTRACT AMOUNT:** $__________

**Notes:**

1. Maximum value is 70% of contract amount per site
2. Maximum value is 5% of contract amount per site
3. Minimum value is 5% of contract amount per site