[ ] Charter [ ] Title I [ ] Magnet [ ] Private [X] Independent

Name of Principal Brigitte Bertschi
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Bertschi School
(As it should appear on an award)

School Mailing Address 2227 10th Ave E
(If address is P.O. Box, also include street address.)

Seattle WA 98102
City State Zip

County King County State School Code Number* N/A

Telephone (206) 324-5476 Fax (206) 329-4806

Web site/URL www.Bertschi.org E-mail hannahw@bertschi.org

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Brigitte Bertschi Date 1/28/2014
(Principal's Signature)

Name of Superintendent* N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* N/A Tel.( )

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.

Date
(Superintendent's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART II – SUMMARY OF ACHIEVEMENTS

Bertschi School – Summary of Achievements

Bertschi School's commitment to sustainable practices continuously evolves as new issues demand solutions. Staff members refine policies and teachers refine curriculum to meet the needs of an ever-changing world. In 2011, Bertschi realized an audacious goal by completing the Living Building Science Wing. The goal for the building was to meet the demands of the Living Building Challenge set out by The International Living Future Institute, including net zero energy, waste and water over a minimum of 12 months continuous occupancy. The building process was an intense partnership between the administration, the Board, students, architects, and the developers. The end result is a dynamic building that brought to life some of the students' ideas (such as a "river flowing through it" from stormwater run-off), ingenuity from the developers (who enabled suppliers to change the way they produce materials so as to not include Red List materials), and a deep commitment from the administration and Board. The end result was that in April 2013, the Living Building Science Wing was certified as the first urban Living Building, the first building to be certified under 2.0 standards, the first Living Building in Washington state, and the fourth Living Building in the world.

Now, the building is a beacon of learning for our students and the broader community. Weekly tours inspire guests to integrate some of the building's features into their work while Bertschi's first through fifth graders have at least 90 minutes of class in the Science Wing every week. Fourth and fifth graders track water and energy usage in the building, respectively, to ensure that we maintain net zero usage. All students experience the green wall (a 164 sq. foot wall of plants that treats grey water), the composting toilet and the ethnobotanical garden outside.

Beyond the Science Wing, Bertschi consistently examines and improves current practices. With a strong sustainable infrastructure in place, much attention this year has focused on community behavior. Staff, teachers, students and parents alike are questioning how they can reduce consumption and affect change. Likewise, Bertschi has a Green Team composed of staff members, teachers, students and parents. The Green Team undertakes projects throughout the year to make Bertschi more sustainable and to educate our community. Bertschi's commitment to sustainability will continue to guide decisions.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes grades Pre-K-12.

2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.

3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Washington state Office of the Superintendent of Public Instruction

Name of Nominating Authority: Gilda Wheeler. Program Supervisor, Science and Sustainability

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

_____ Date 1.31.14

(Nominating Authority's Signature)

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

2014 Green Ribbon Schools Application

Response ID:27 Data

3. New Page

School Profile

School Name

Bertschi School

Street Address

2227 Tenth Avenue East

City

Seattle

State

Zip

98102

School Website

www.bertschi.org

Principal First Name

Brigitte

Principal Last Name

Bertschi

Principal Email Address

Principal Phone Number

District and Code

N/A

My school's Educational Service District (ESD):
Don't know your ESD? check out our interactive state map.

Puget Sound ESD 121

Application Team Information

Lead Applicant First Name

Hannah

Lead Applicant Last Name

Wadsworth

Lead Applicant Title

Executive Assistant to the Head of School

Lead Applicant Email

Hannahw@bertschi.org

Lead Applicant Phone Number

206-442-6851

Application Team Members (Other people who helped prepare this application)

	Name (First and Last)	Title/Department
1	Stan Richardson	Director of Technology
2	Rick Stiteler	Director of Facilities
3	Alli Frank	Assistant Head
4	Brigitte Bertschi	Head of School

4. New Page

1. Summary Narrative
Summarize the school's efforts in all three pillars. Focus on your commitment and progress towards meeting Green Ribbon School criteria, especially:
Partnerships or memberships the school has developed to meet your green goals.
The benefits of your progress.
The plan to sustain your work.
You may want to return to this question after answering the remaining questions. (Maximum 800 words)

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5. New Page

2. Is your school participating in a local, state, or nationally recognized green school program (for example, Washington Green Schools, Eco Schools USA, PLT Green Schools, King County Green Schools, Cool School Challenge)?

Yes

Which program(s) are you participating in and what level(s) have you achieved?

	Program	Level in Progress	Level Achieved
1	Washington Green Schools	4	3
2			
3			
4			
5			

3. In the past 5 years, has your school, staff or student body received any awards for health, environmental stewardship or action, or sustainability programs?

Yes

Please list the awards you have received and the years you received them.

	Award	Awarded to	Awarded by	Year Received
1	Best of Green Schools	Bertschi School Science Wing	The Center for Green Schools	2012
2	Excellence in Design Award (Honorable Mention)	Bertschi School Living Science Building	Environmental Design and Construction	2012
3	Private Educational Development of the Year	Bertschi School Science Wing	NAIOP	2012
4				
5				

7. New Page

4. About your buildings

Year school opened : 1975
Year of your most recent new construction or major renovation : 2010
Current gross square footage : 40000
Typical number of months per year that school is in use full-time : 10

5. Has your school constructed a new building or done a major renovation in the past ten years?

Yes

Please provide the following information:

	New construction	Major renovation
What green build standard was followed? (for example, LEED, CHPS, Green Globes, WA State Sustainable Schools Protocol)	LEED Gold and Living Building Challenge	
Did the school meet the standard and at what level?	Yes; LEED Gold and fully certified Living Building	

6. Do you use EPA ENERGY STAR Portfolio Manager to track and assess energy use and costs?

No

What year did you begin using Portfolio Manager?

Have you earned an Energy Star Labeled certification?

Please provide the following information

7. Can your school demonstrate a reduction in GHG emissions from an initial baseline?

No

Please provide the following information:

8. Has your school reduced its total non-transportation energy use from an initial baseline?

No

Please provide the following information:

9. What percentage of your school's energy is obtained from renewable sources?

	Type(s)	Percentage(s)
On-site renewable energy generation	26 kW solar	
Purchased renewable energy	None	

8. New Page

10. Can the school demonstrate a reduction in total water consumption from an initial baseline?

No

Please provide the following information:

11. What has the school done to reduce domestic and irrigation water use? (e.g., drought tolerant landscaping, low-flow fixtures, alternate sources for irrigation) (Maximum 100 words)

Bertschi has all low-flow toilets, including six ultra-low, dual-flush toilets in the LEED Gold building and a compostable toilet in the Living Building. All sinks have aerators. Bertschi has a rainwater cistern system with a total capacity of 7,812 gallons. The collected water is used for drip irrigation (75% of total) and toilet flushing in the LEED Gold building. Bertschi's landscape is composed of all native and drought tolerant plants. Most appliances meet energy-saving standards.

12. Describe site improvements that have reduced stormwater runoff and/or reduced impermeable surfaces. (Maximum 100 words)

Bertschi has minimal impermeable surfaces on campus. As a campus composed of seven buildings, there is much outdoor play space. The playground area is covered by either woodchips, artificial turf or recycled rubber. There is also permeable concrete where necessary. The parking garage was deliberately built underground so as to minimize storm water run-off and greenhouse gas emissions through the heat island effect. Likewise, there is a green roof over one of the few concrete walkways which absorbs water and sends extra water into the rainwater cistern system.

13. The school's drinking water comes from:

Public water source

Describe how the well is protected from potential contaminants. (Maximum 50 words)

14. Describe how you control lead in drinking water. (Maximum 50 words)

Lead-free plumbing fixtures, including drinking fountains. Tested for lead twice in past 10 years and both results showed below standards.

9. New Page

15. What is the school's recycling rate (i.e., percentage of solid waste that is diverted from landfilling or incinerating due to recycling and/or composting)?

Please use the formula below to calculate your recycling rate. See an example

A - Monthly garbage service in cubic yards* (garbage dumpster size(s) x number of collections per month^ x percentage full when emptied or collected). : 8.4
B - Monthly recycling volume in cubic yards* (recycling dumpster sizes(s) x number of collections per month^ x percentage full when emptied or collected). : 12.6
C - Monthly compostable materials volume(s) in cubic yards* (food scrap/food soiled paper dumpster size(s) x number of collections per month^ x percentage full when emptied or collected). : 4.2
Recycling Rate = (B + C) ÷ (A + B + C) x 100 : 66%

16. What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed?

Approximately 90%

17. What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)

Unknown

18. Describe the school's efforts to reduce and recycle solid waste. (Maximum 100 words)

Every year, third grade conducts a waste measurement project. They compare results to previous years and report out to the whole school on our progress or lack thereof. They also make recommendations on how to reduce our waste. In the 2013/14 school year, we have begun separately recycling two items—plastic caps and markers—that cannot go in municipal recycling and normally get thrown out. Likewise, the school encourages families to pack waste-free lunches. We also exclusively use paper towels that can be composted and have moved all of our registration, admission, and payment forms and processes online.

10. New Page

19. What percentage of your students walk, bike, bus, or carpool (2 + students in the car) to and from school?

Approximately 25%

How is this data collected and calculated? (Maximum 50 words)

This data is anecdotal and from observations. We do not have a busing service; parents arrange their child's transportation. We provide a carpool map on a password protected page of our website to encourage families to set up their own carpool arrangements.

20. Has your school implemented any of the following? (Check all that apply)

Designated carpool parking stalls.
A well-publicized no idling policy that applies to all vehicles (including school buses).
Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

11. New Page

21. This concludes Pillar 1. Describe any other efforts to reduce environmental impact with a focus on innovative or unique practices and partnerships. (Maximum 200 words)

Bertschi's commitment to sustainability pervades all aspects of school life, as it has since the school began in 1975. It is difficult for the school to demonstrate a reduction in energy or water use because it has always implemented sustainable practices and enrollment has steadily grown over the school's existence. As such, Bertschi has turned to ingenuity to become more sustainable. For example, Bertschi's Living Building Science Wing was certified in April 2013 as the first certified Living Building in Washington State and the first in the world to be built to the Living Building Challenge 2.0 standards. The building has also been a demonstration project and the school gives tours weekly. Through it, Bertschi representatives are members of the US Green Building Council and the local Cascadia Chapter, as well as the International Living Future Institute. Through them, we take part in their ambassador program for educating the community and conducting community outreach.

13. New Page

22. Does your school have an Integrated Pest Management program?

Yes

23. Describe your efforts to reduce pesticide use. (Maximum 50 words)

Toxic pesticides are forbidden. When pest management is needed, we outsource the services to a company that uses LEED-certified practices.

24. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? (Please check all that apply)

Our school does not have any wood playground equipment or other structures that contain chromate copper arsenate or we have identified these structures and have taken steps to reduce exposure.

Describe the specific actions you have taken to ensure that frequently occupied rooms test below 4 pCi/L for radon. (Maximum 50 words)

Describe the specific actions you have taken to reduce exposure to chromate copper arsenate. (Maximum 50 words)

None of the playground equipment has chromate copper arsenate. Only have wood steps and ground contact wooden retaining structural members.

25. Does your school have an Indoor Air Quality management Plan modeled after the EPA's IAQ Tools for Schools or another national recognized model?

No

Provide the following information about your Indoor Air Quality Management Plan:

26. What have you done to minimize exposure and protect students and staff from the following contaminants: carbon monoxide, chemicals, asthma triggers and mold? (Maximum 100 words)

There are no exhaust fumes from automobiles in proximity to classrooms; interior and exterior walk-off matts are placed at all doors; chemicals and paint are in isolated storage; it is a nut-free campus; we have a high level of air filtration (MERV-8 filtration on all forced air systems); there is daily cleaning of all rooms including wet wiping and mopping of all hard services); have automated CO2 regulation.

27. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards (Maximum 100 words)

Our forced air ventilation systems have outside make up air consistent with local codes. All offices and classrooms have operable windows.

28. List the types of dangerous waste (WAC 173-303) generated by the school and how each type is managed. Include all aspects of management: storage, labeling, transportation, recycling, record keeping and disposal. (Maximum 100 words)

29. Does your school have a comprehensive green cleaning plan?

Yes

Describe your school's comprehensive green cleaning plan, including product standards. (Maximum 100 words)

Bertschi uses only Green Seal cleaning products. Hard surfaces and floors are wet-wiped or mopped and carpets are vacuumed daily.

14. New Page

30. Which practices does your school employ to promote nutrition, physical activity and overall school community health? (Check all that apply)

Over the past year, our students spent an average of at least 120 minutes per week (for middle and high schools) or 90 minutes per week (for elementary schools) in school supervised physical education.
At least 50% of our students' annual physical education and physical activity (including recess) takes place outdoors.
Our school manages a food garden either on-site or in close proximity to our building.
Our school garden supplies food for our cafeteria or other community resource (cooking class, food bank, etc.).

Describe your school's Coordinated School Health Program. (Maximum 100 words)

Your school's USDA Healthier School Challenge

Describe your school's Farm to School partnership. (Maximum 100 words)

Describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 100 words)

PreK to grade 2 has two 15-minute recesses a day (morning and afternoon) and a 25-minute lunch recess. Grades 3-5 have one to two 15-minute recesses depending on the day and activity level and one 25-minute lunch recess (in addition to PE twce a week and creative movement once a week). All recesses are outside, regardless of weather. Physical education classes are also often outside. Likewise, 5th grade spends a week at IslandWood; 4th grade has a bike expedition; PreK, Kindergarten and 1st visit a neighborhood garden, 2nd grade visits a sustainable farm and visits neighborhood parks and city stairs.

Describe how you integrate health measures into your school's assessments. (Maximum 100 words)

15. New Page

31. This is the end of Pillar 2. Describe any other efforts your school has made to improve health, nutrition and fitness. Hightlight innovative or unique practices and partnerships. (Maximum 100 words)

Bertschi supports student health on multiple fronts. We have a no candy or pop policy, and processed foods are strongly discouraged. The Extended Day program provides only organic food for snacks, which comes from a local organic farm that Bertschi has a long-standing relationship with. Students take Creative Movement classes every week in addition to physical education twice a week and a strong emphasis is placed on the connection between healthy bodies and healthy minds. Likewise, third through fifth grade students have the option to participate in intramural recess sports and Extended Day has physical fitness offerings daily.

17. New Page

32. What does your school do to support environmental and sustainability literacy? (Check all that apply)

Our school incorporates the Washington State K-12 Integrated Environmental and Sustainability (ESE) Learning Standards and concepts into curriculum and programs.
Our school offers courses or curriculum in environmental and sustainability studies.
Professional development opportunities in environmental and sustainability education are provided for all teachers.
Our school offers meaningful outdoor learning opportunities at each grade level.

Describe your school's environmental or sustainability literacy requirement. (Maximum 200 words)

Describe how environmental and sustainability concepts are taught and into which subjects they are integrated. (Maximum 300 words)

As an elementary school, teachers take advantage of the ability to incorporate environmental and sustainability concepts into their classroom learning environments. Sustainability is lived and experienced, not just taught and learned. For example, at the end of the day one of the kindergarten classes counts how many pieces of paper they used that day and compare it to past totals. They also talk about how to reduce consumption and why it's important to do so. Sustainability is integrated into all subjects and resource classes. For example, the fourth grade's focus on salmon and water conservation was woven into their technology project when students produced Salmon Conservation Public Service Announcements videos with iPads. In Physical Education, students learn how to make soccer balls by recycling plastic bags. Sustainability is a key value of the school and as such, it permeates curriculum and pedagogy.

Describe the courses or curriculum offered (e.g., AP Environmental Science, CTE Green Sustainable Design and Technology, and College in the High School Climate Science Courses). (Maximum 200 words)

Bertschi students learn about the interdependence between humans and the natural systems on which we depend through hands-on investigations at school and in the community. PreK and Kindergarten students study gardens and how they are important parts of communities. Students investigate the different types of plants in the garden and learn how to be good stewards of it. First grade studies wetlands, including field trips to two wetland parks after which students construct a wetland field guide containing sketches and information on the plants and animals. Second grade studies markets, exploring where our food comes from, the different ways it is grown and what markets are like worldwide. Third grade studies solid waste; they sort and measure garbage, compost and recycling from the school and analyze the results. They present their findings to the whole school with recommendations on how to reduce consumption. Fourth grade studies the local ecosystem and learn about the relationships between people, watersheds and salmon. They also track water use in the Living Science Building. Fifth grade studies energy; they learn about renewable and non-renewable energy sources and how electricity is produced, measured and consumed. Students track energy use in the Living Science Building.

Describe how you integrate environmental and sustainability concepts into classroom based or schoolwide assessments, how you measure proficiency, and what percent of your students score "proficient" or better. (Maximum 200 words)

Describe professional development opportunities available to your teachers in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities for the 2012 - 2013 school year. (Maximum 200 words)

Faculty and staff seek out professional development opportunities concerning sustainability and the environment. The administration supports this by sharing information on programs and allocating funds. A kindergarten teacher was just awarded her Masters in Biological Sciences; Bertschi professional development funds supported her education. The program included a two week field study in Borneo, an experience that has enriched the whole community through her stories, photos, and integration of her experiences into the kindergarten curriculum. This teacher now leads the faculty and staff in individual and community-wide efforts to reduce consumption. Likewise, in the summer of 2012, a fourth grade teacher and the science teacher participated in the National Energy Education Development Project conference in Washington, D.C.

Describe your students' meaningful outdoor learning experiences at each grade level. (Maximum 300 words)

Students of all grades have meaningful outdoor learning experiences both on our urban campus and through numerous field trips. Our campus includes a series of vegetable gardens that are student-maintained under the assistance of the landscaper and head of school, as well as an ethnobotanical garden outside the science wing that is incorporated into the science curriculum in all grades. Moreover, a pillar of our school is the intersection of play and the outdoor environment. We hold the time kids spend outside—from recess to field trips— as sacred time for academic and social-emotional learning. Likewise, it is a school policy that recess not be used as a time to make-up work; all students must be let out to recess. Bertschi views field trips as an essential part of our curriculum and visits are supported by classroom instruction before and after each field trip. Field trips include: Woodland Park Zoo (1st and 2nd), Discovery Park and Mercer Slough as part of their Wetlands study (1st), Issaquah Fish Hatchery and Matthew's Beach to collect salmon eggs in the fall and release juvenile salmon in the spring (4th), Marine Science Center boat expedition on Puget Sound (3rd and 4th), Full Circle Farms (2nd) and the Pumpkin Patch (PreK). These experiences culminate in the fall of fifth grade, when the entire grade participates in an educational multi-night experience at IslandWood. Students are immersed "in a naturally diverse 255-acre outdoor campus located on Bainbridge Island...Our curriculum, faculty, and staff support schools and teachers to raise achievement levels for all students by using the environment as a catalyst for learning." (Islandwood.org)

18. New Page

33. How does your school use sustainability and the environment as a context for learning skills and content in science, technology, engineering, and mathematics skills and content knowledge? (Maximum 200 words)

Bertschi believes in learning lessons and assessments being authentic to real world work whenever possible. For our sustainability curriculum, Prek to second grade study, learn and tend to local and on-campus gardens. Third grade is responsible for waste management, fourth grade for water conservation and fifth grade for energy reporting. Our students share the work that they do with the greater Seattle community in ways such as in fourth grade, in their integrated technology project, creating service announcements about clean water and salmon health that are now posted on the Issaquah Fish Hatchery website. Likewise, second grade, in their public markets studies, donates the money made through their fruit, vegetable and craft market to the Pike Place Market Foundation. Moreover, third and fourth grade participate in a combined science and technology unit on robots. They learn early programming by building and programming robots to complete activities, such as dancing. They experience the interaction of the technology world with the human world.

34. How does your school use sustainability and the environment as a context for learning about green technologies and career pathways? (Maximum 100 words)

As a Prek through fifth grade school, we are not yet concerned with career pathways. In our hiring practice, we look for people who possess a love to nurture children and a love to nurture the environment. It is through the strength of our faculty who best mentor our students that seeds are planted for what kids can do and be in the future.

19. New Page

35. Describe your students' civic and/or community engagement experiences integrating environmental and sustainability topics/concepts, outdoor learning, field studies, community service, etc. (Maximum 200 words)

Bertschi believes in a shared global perspective where students actively take part in community. Our curriculum provides opportunities for students to think globally and act locally. They discover through their daily actions how our local efforts make a difference in the ecological and social realities of our broader community. Our PreK students are pen-pals with an Ethiopian school, exchanging letters with peers and discovering what they share in common. Kindergarten celebrates the Chinese New Year as the culmination of a specially-designed integrated program of study. First grade explores the world and makes connections with their home through "Flat Stanley," sending their Stanleys to friends around the world. Second graders explore public markets around the world through an integrated curriculum of sustainability studies, social studies, math and entrepreneurism. They host a market for the Bertschi community. Third grade volunteers monthly at a local food bank and fourth grade studies world religions, visiting places of worship. In fifth grade, students use previous experiences to complete the World Peace Game, a hands-on political simulation that gives players an interactive way to explore the connectedness of the global community through the lens of the economic, social and environmental crises, and the threat of war.

20. New Page

36. This is the end of Pillar 3. Describe any efforts your school has made to provide effective environmental and sustainable education. Highlight innovative or unique practices and partnerships. (Maximum 200 words)

Sustainability is a key component of our curriculum. Each grade addresses a different topic and come fifth grade, all of that knowledge is put to use to solve global crises in the World Peace Game, a hands-on geo-political simulation. The environmental focuses for each grade follow. Prekindergarten and kindergarten:

gardens and their role in our community. First grade: local wetlands and organisms. Second grade: global markets and how local and/or organic foods are beneficial to local communities and the environment. Third grade: waste measurement project comparing trash, recycling and compost amounts to past years and presenting data to whole school. Fourth grade: water conservation, including water supply and disposal, competing uses of water in the state focusing on the needs of salmon, and monitoring water usage in the Living Science Building. Fifth grade: energy, including how energy is used at Bertschi and the resources that provide it, as well as exploring the impact associated with different energy resources. Likewise, our Green Team is composed of 8 fourth and fifth graders who meet monthly to address sustainability issues in the school and work on the Washington Green Schools assessment and lasting changes.

22. Thank You!

Email Confirmation

Jan 17, 2014 18:16:48 Success: Email Sent to: Hannahw@bertschi.org