What an incredible and inspiring academic year we have had!
Each year I am impressed to observe and experience the remarkable progress of each student, as they grow into compassionate, confident and creative young people. I recently read *Raising Resilient Children*, by Sam Goldstein, Ph.D. and Robert Brooks. It is an extraordinary book that confirms once again that our mission of working with children is the core of our school, as well as the great importance of our efforts. Last year, I attended a conference given by Dr. Goldstein, who spoke about the influence schools have in reinforcing resilience in children. The book reminded me of our newly adopted mission statement, which I would like to share with you again:

**Our Mission**

*Bertschi School educates children to become compassionate, confident and creative learners in a global community.*

**Our Values**

*Our community values integrity, inclusiveness, respect and a commitment to sustainable practices.*

**Our Approach**

- Our teachers inspire academic excellence and individual success.
- Our curriculum fosters intellectual curiosity and emotional maturity.
- Our school encourages social responsibility and collaborative problem solving.
- Our community supports and celebrates the unique gifts of every child.

Goldstein and Brooks suggest resilience as the reason some children overcome overwhelming obstacles. Resilient children are emotionally healthy and equipped to successfully confront obstacles, while others become victims of their early childhood experiences. Scientific studies support the importance of resilience as an “insulating force for children facing adversity.” The authors have developed effective strategies by way of parenting practices to prepare children for the challenges of today’s complicated and ever-changing world. Resilience embraces the ability of a child to deal more effectively with stress and pressure, and to bounce back from disappointments, adversities and traumas. Goldstein and Brooks tell us that resilient children are hopeful, possess high self-worth, and view themselves as successful in meeting challenges. They have the ability to solve problems and are more likely to view mistakes and hardships as challenges. Resilient children rely on productive coping strategies and have developed effective interpersonal skills with their peers and adults. Finally, they seek out assistance from adults who provide a nurturing and appropriate atmosphere and who can provide the support they need.

[ continues on page 2 ]
Goldstein and Brooks identify 10 key parenting guideposts, principles and actions:

- Being empathic
- Communicating effectively and listening actively
- Changing negative scripts
- Loving our children in ways that help them to feel special and appreciated
- Accepting our children for who they are and helping them to set realistic goals
- Helping our children experience success by identifying and reinforcing their “island of competence”
- Helping children recognize that mistakes are experiences from which to learn
- Developing responsibilities, compassion and social conscience by providing children with opportunities to contribute
- Teaching children to solve problems and make decisions
- Disciplining in a way that promotes self-discipline and self-worth

I have chosen to discuss a couple of those parenting guiding posts, which resonate strongly with me.

**Being Empathic**

Goldstein and Brooks write that if parents/educators want to build on their capacity for empathy they should begin to accept that empathy must include every aspect of the relationship with their child and that the parents must first clarify the definition of empathy. The authors warn not to confuse empathy with giving in, spoiling children or being indecisive. Empathy, according to Goldstein and Brooks, means relating effectively with children and shaping and reinforcing their resilience.

Goldstein and Brooks have found that many parents, particularly when frustrated, find themselves often speaking in the voice of their parents when encountering problems and find communication with their children ineffective.

The book lists several helpful empathy exercises, including: “Think about your own childhood experiences and ask yourself: What was one of the most wonderful experiences I ever had with my mother? What was one with my father? How did my parents respond when I made a mistake? What experience do I resent most with my mother? And with my father?”

Goldstein and Brooks assert that families who practice empathy daily function better than those who do not. It is clear to me that learning more about how Goldstein and Brooks define empathy and using the tools and guidance they suggest will make a difference if we begin to use empathy in our communication with children, educators, co-workers, parents, neighbors and even elected leaders. There is hope “that a generation of empathic individuals may significantly affect the future for all of us.”

**Helping Children Experience Success by Identifying and Reinforcing Their “Island of Competence”**

Goldstein and Brooks say that each child possesses “islands of competence,” which parents and educators must promote the use of rather than emphasize the areas of weakness. At every age, children face countless daily situations that can bring them a sense of accomplishment and pride. Resilient children relish their successes and each accomplishment; their perseverance leads to mastery and success and each new accomplishment reinforces self-esteem, building their island of competence. In this chapter, Goldstein and Brooks refer to several common obstacles that children confront in experiencing success, including “the inability to experience the joy of success.” Just take a moment and imagine how you would feel if your accomplishments weren’t praised and you were unable to experience the joy of success? As we may all have experienced, many children are quick to discount their accomplishments or abilities.

Another obstacle Goldstein and Brooks bring to our attention is “reinforcing low self-esteem.” Some children struggle to master challenges or activities at school, at home, with their friends, or with team sports, which reduces their confidence that they will be capable of succeeding in the future. Some parents, for example, “set the bar too high.” Many parents view a B grade as success, while others are disappointed their child didn’t get all A’s. Goldstein and Brooks say that if we want our children to achieve higher grades, we must first make them feel successful with the grades that they are earning. Parents need to understand that to encourage children to do their very best is a healthy thing, as long as we keep in mind that success is often an experience that is independent of the level of performance.

Another obstacle is when “parents alone define a successful experience.” An example listed in the book describes a boy who has difficulty in school, but is interested in gardening and feels success in the experience. His parents praise his sibling because of her scholastic and athletic accomplishments and tend to demean the boy’s interest in gardening. What
message does this give the boy? The parents are not abusive; they are well meaning and loving, but see successes from their own perspective. We must provide opportunities for our children to be successful and also give the message that their accomplishments are based primarily on their inner resources. When children discover their strengths, they are more willing to try and to confront areas that prove to be problematic for them.

Goldstein and Brooks believe that the concept of resilience defines a process of teaching and parenting that is so important to prepare our children for success in all aspects of their future. I respect and treasure the importance of the guiding principles they set forth and agree fully that if we use them collectively with our children, we will strengthen their ability to meet life’s challenges with thoughtfulness, confidence, purpose and empathy. I have touched only briefly on this rich book, which I recommend highly to everyone. It made me reflect deeply on what I do as an educator everyday and how I can support the ten guiding principals more often and more effectively. More important, I believe that Bertschi’s mission - to educate compassionate, confident and creative learners - fully embraces and supports our shared goal of raising happy, resilient children.

**IslandWood**

In conjunction with Bertschi’s commitment to educating students about sustainability and environmental responsibility, Bertschi’s fifth grade class headed to IslandWood to take part in an innovative School Overnight Program. IslandWood is a unique 255-acre outdoor learning center on Bainbridge Island designed to provide exceptional learning experiences and inspire lifelong environmental and community stewardship. The property’s rich variety of ecosystems include 62 acres of wetlands, a bog, a second growth forest, a stream, and access to a marine estuary in Blakely Harbor adjacent to the property. Using the cultural and natural environment as a context, Islandwood’s programs integrate scientific inquiry, technology and the arts. The students spent a majority of their time participating in outdoor field study projects. Sam, one of Bertschi’s fifth graders, shares his thoughts about the week:

“In December 2005, both fifth grade classes went to IslandWood on Bainbridge Island for three nights and four days. They try to inspire kids and grown-ups to work as a community to solve some of the world’s problems. IslandWood taught us about nature in many different ecosystems, including a forest, cattail marsh, bog, stream, a four-acre pond, and a beautiful beach on public property.”

At IslandWood, they are composting, recycling, and using alternative energy sources. They use timed lights so you don’t leave them on all day. They use solar-heated water. On one of our day trips we saw the Living Machine, which treats the wastewater used by visitors and employees of Islandwood, so that the water can then be reused in the bathrooms and to water the landscape. Before we left on the trip an IslandWood employee came to our classes and taught us about energy efficient lights. After every dinner and breakfast, we weighed our food that we didn’t eat to see how much food we were wasting. And by the end of the trip we successfully reduced the amount of leftovers by a lot.

At IslandWood there was another school and at first most people weren’t very fond of them but by the end of the trip we had all made friends with them. Every day we would take hikes and nature walks to get physical exercise. At the lodge, we would sleep in rooms with two or three other classmates. We also got free time to play games and get ready for the next activity. We were split into groups when we were not eating or when we were in the lodge. My group was called “Ravine”; we would walk around the campus and would sometimes meet with the other groups. We played games and sometimes watched movies and drew. We would write in our field journals. Overall, I think IslandWood was a great learning experience for everybody.”
It's All Greek to Third Graders!

Bertschi third graders embarked on an educational romp through ancient Greece this year, studying the Greek influence on architecture, theater, art, mythology, philosophy and language. The extended unit grew out of collaboration with Drama specialist Tina La Plant, who was building a new set of plays to alternate with plays depicting Seattle history, another third grade unit of study. After selecting Greek mythology as a theme, third grade teachers Randy Katz and Herb Jahncke looked for other ways to bring Greece into their classrooms.

Early in the year, they invited Enrichment Specialist, Jessie Adamson, to speak about Greek architecture. Students learned about pediments, columns, entablature, and the three architectural orders of Ionic, Doric, and Corinthian. Jessie shared a slideshow comparing ancient buildings to such modern ones as the White House, the NY Stock Exchange building, the Supreme Court building, and several local structures.

In another presentation, Jessie focused on Greek theaters – the structure and organization of them, and introduced vocabulary, including skene, orchestra, theatron, and parados, which translate into modern theater terms. Meanwhile, social studies units included readings and discussions about ancient Greek history, culture, and literature.

As their plays continued to develop, Tina was able to draw on the third grade’s growing knowledge of the Greek pantheon. The resulting shows featured well-developed characterizations and stunning performances, including a flying Icarus and the arrival of a Trojan horse. “The investment these students had in the mythology and history of Greece really created magic; it made the myths we depicted come to life,” said Tina.

Even after the plays had closed, Randy’s class continued to delve into the cultural influence of the ancient Greeks through a study of philosophy. “I was fascinated by student response to philosophy. After a short introduction, the group began generating ‘burning questions’ of their own that truly amazed me,” said Randy.

Their questions included:
- Why are we on earth?
- Why do we have to die?
- Why are some people bad?
- Can bad people change?
- What causes us to doubt things that don’t exist (or aren’t true)?

They considered the idea of Socrates’ “inner voice” and compared it to a conscience, and then delved into what makes a good life. A study of Plato extended this question to “Is there a perfect world?” Randy’s students used the writing process to produce essays on these topics, posting their polished copies along the walls of the stairway to their room, alongside scratch-art Greek urns they designed with Andrea Braganza in Art.

Andrea integrates projects with classroom learning as much as possible. “They bring with them some knowledge that adds to the excitement of the project,” she explains. “And they have a chance to express what they know in a different way.”

All in all, it was an exciting journey back in time for students and teachers alike. Lest you have forgotten your Greek studies, here are a few words of wisdom from Plato:

- The direction in which education starts a man will determine his future life.
- Thinking is the talking of the soul with itself.
- Wise men talk because they have something to say; fools, because they have to say something.
- The beginning is the most important part of the work.
Destination Micronesia: Exotic Experiences and Underwater Adventures

The 2005-06 school year began without a familiar face in 2nd grade—teacher Brenda Cram was on a three-month sabbatical in Micronesia.

The opportunity arose when former Bertsch parents, Alison and Glen Milliman, asked Brenda to travel with them and tutor their children, Scott, Leslie and Jennifer, while the family was on their own year-long retreat. She would travel with them for ten weeks of their journey, before the family settled down in Melbourne, Australia, where they would spend the rest of the year and the children would attend an Australian school.

Brenda confessed she knew little about Micronesia before the trip. “As good travelers are apt to do, I read, read, read about the islands. By the time we boarded the plane in Hawaii and set off for our first nine-hour flight, we were all ready to see the Federated States of Micronesia,” she recalled.

The group visited Kosrae, Pohnpei, Chuuk, Saipan, Tinian, Rota, Guam, Yap and Palau. Everywhere they went, Brenda said, they were introduced to people who proudly presented their culture and their island to them. “The people on Kosrae go to the airport to meet the new visitors. The Pohnpeian locals were excited to show us Nan Madol, which is a holy place on an outer island. They are convinced the enormous basalt columns that created this formidable structure were brought through magic (human). After being there, observing their size and seeing how well they fit together, I had to agree.”

Brenda called Palau (known to most Americans as one of the places where the “Survivor” reality series set), “a magical place. The water was so warm and the sea life was stunning. We swam in a fresh water lake with non-stinging jellyfish and saw giant clams the size of Volkswagen Bugs. We also saw fairy coral that is flexible and moves with the water. The colors are soft and when you swim close to the coral it is feels like you have wings.”

Brenda said some of her favorite memories of the adventure were on Carap Island, off Palau, where the only form of entertainment is the water, and each other. “We kayaked to hidden caves and snorkeled in deep drop-offs that are home to a huge variety of sea life. We saw white and black tipped sharks, barracuda schools, and manta rays. We also saw bats with wing-spans greater than my height. They flew ten feet above our heads. The island was tiny, but we hiked it completely.”

In Yap, Brenda and the Millman children spent a day in a Yapese middle school. “It was a friendly, open, and warm place,” she said. “Each child had a desk and a pencil and some students had paper. The textbooks are shared among three or more students, and the copyright on the reading text was 1962. The students had writing, reading, math, and culture classes. The teacher did very little direct instruction, and the students threw notes to each other and giggled a lot when they were supposed to be reading or writing. However, the students know more about American History than any other subject. The islanders are forever indebted to America for helping them to become independent of Japanese rule in WWII.”

For the daily Yapese culture class, boys and girls are separated. “So, when Leslie, Jennifer, and I listened to a lecture about ‘meeting houses,’ caring for our elders, and rights of passage, Scott was in the jungle cutting down trees to build a ‘men’s house.’”

It was in Yap where a health scare forced Brenda to cut her travels short, a little more than halfway into her ten-week trip. “I became ill, probably due to ingesting some kind of parasite,” she said. “I could not eat or sleep and was losing blood orally for days. I was in terrible discomfort and gave myself ten days to either get better, or return to Seattle to seek further medical care.”

After more than a month of recuperation back in Seattle, Brenda went ahead with a trip to Australia, where she spent three weeks in Sydney, Noosa Heads, Fraser Island, and Cairns surfing, hiking in the rainforest, running in the national forests, and being a tourist. “It was ample time to soak up culture, art, history, and the friendliness of the locals.”

Brenda is grateful Bertsch has a sabbatical program that allows employees with ten years or more years of service to take three months leave for professional development and personal renewal. “I feel so lucky to have had the chance to go on this incredible adventure. Bertsch made it possible to spend time with this incredible family, to take this opportunity, for all of these things.”

And she has some advice: “If you ever get a chance to see Micronesia or Australia, don’t pass it up. Your life will change for the better. Mine did!”
Bertschi Celebrates Earth Week

The process of “going green” has filled the Bertschi campus with amazing learning, creative thinking, and actions to better our world. Given that, we weren’t content with just a single Earth Day — we had to stretch it into Earth WEEK! Each day of Earth Week at Bertschi highlighted a different realm of the school that has been inspired by a desire to care for and celebrate our amazing planet Earth. The week’s line up included…

Monday: Release of the Green Gazette

The first-ever Bertschi Green Gazette has been published! It is filled with student articles about what they’ve been working on in their classrooms to learn about ecology and sustainability. Want to learn more about alternative energy? Or how about ways to conserve water? Be sure to take a look at this first edition by clicking on the link from the Bertschi homepage at www.bertschi.org. A big round of applause goes to the Architecture Club and its supporters who worked to lay it out in a paper-free format. Thank you and congratulations to the folks in the field, our talented students and teachers, who reported for the Green Gazette.

Tuesday: Eco Architecture Expo

The pending construction of the Bertschi Center is eagerly anticipated. Giving us a taste of what wonders are in store for the project was the Architecture Club’s Expo on four eco-friendly parts of the building’s design. Each student, or pair, from the club created an informative board that was displayed in the main yard, and presented by its author at the all-school assembly that followed on Friday. Indigo read up on rapidly renewable materials such as bamboo and straw, explaining that they were better to use for building than slower-growing plants. Brahm and Sid shared how green roofs filter water and provide a place for insects to live. Zoe told us about the two water cisterns we’ll have on campus to collect rainwater, which we can reuse to water plants and flush toilets. Chris and David gave us the details about collection and use of solar energy on campus, which is already underway! Also out for perusal was one of three scrap-less chairs built and finished by the Architecture Club for use by the Pre-Kindergarten class when they move in the Hooper House next fall.

Wednesday: Pack a Waste Free Lunch

Did you know that every American child generates about 67 pounds of lunch trash each school year? With 214 kids at Bertschi, that’s 14,338 pounds of lunch garbage that our kids are responsible for. Wednesday called Bertschi students, staff, and parents to take action to “do less with more” by bringing a waste-free lunch to school. Super hints and reminders were provided by second grade parents, Meagan Sorenson and Shawn Lilley. This day was a huge success! Meagan reported, along with the third graders, at the all-school assembly that trash was greatly reduced on this day compared to the average Wednesday garbage. The things we learned and implemented for this special day has had a ripple effect and we’re seeing that students continue to bring in lunches that result in less waste than before!

Remember:

• Pack foods in reusable containers — wash and use them again!
• Buy foods in recyclable paper and plastic containers. Use those yogurt cups again!
• Try to avoid items that end up in a landfill — choose packaging that takes the least amount of time to decompose.
Thursday: Recycled Art Showcase

Thanks to Andrea and her prolific third graders for creating and sharing these wonderful projects! Empty pop bottles, old newspapers, and used egg cartons can be beautiful! With this idea in mind, third graders made trash into treasure. Classes toured through the art room on this day and the next to view a gallery full of amazing self-portrait sculptures created out of scrap wood and other materials.

Friday: Earth Day Assembly – Garbage, Water, and Energy! OH MY!

All of Bertschi joined together for this special All-School Meeting to celebrate Earth Day. We cheered as grades 3, 4, and 5 presented their exciting garbage, water, and energy projects to the school. The Architecture Club toured us through the four “green design” elements of the Bertschi Center they’ve learned about. Read on!

Fourth graders embarked on a multifaceted water study. They made field trips to the Cedar River Watershed and a salmon hatchery. They studied the water cycle and the impacts that humans have on the natural flow of things. The class also did a water audit of the Bertschi campus, tabulating the total school-wide usage from the gallons used by sinks, toilets, drinking fountains, etc. At the All School Meeting, their campaign to save water was capped by a wonderful series of skits written to inform the school about how to S-A-V-E WATER!

Following many weeks of research, the fifth grade classes presented several renewable (wind, solar, hydroelectric) and non-renewable (coal, natural gas) energy sources. They also reported on the results of the energy-monitoring project they conducted around the campus. Each building had an Energy Patrol assigned to collect usage data, leave little reminders (Oops! You left the lights on!) or praise (Excellent Energy Efficiency). At the All School Meeting, each Energy Patrol team presented eagerly anticipated ‘gentle reminders’ and tips to the buildings’ occupants on how they can conserve energy in their classrooms and offices.

The third grade has been in a sticky situation the last few weeks. They have taken it upon themselves to learn all about garbage – where it starts, where it goes, how much we make, and how we can do better to conserve. They made a trip to the Cedar Hill landfill to get first-hand knowledge of how garbage is handled. Then, harnessing the power of math, they measured how much trash by weight and volume, we create on campus. In conjunction with Meagan Sorenson, the class did a comparative study on how much trash was created on Waste Free Lunch day versus what was created the week before. They reported that there was a one-third decrease in volume and a similar decrease in weight! Thanks to the third grade for their important dirty work!

A big thank you to all the people whose vision and hard work made Bertschi’s first earth week a success!
Who says museums are boring!
Not for Bertschi 1st graders, who headed to the Frye Art Museum to hone their still-life drawing skills with experts.

Budding kindergarten actors and actresses shine in performances of "Many Moons" and "Singing Snakes."

An annual favorite of students, the 2nd grade Rainforest Project integrates geography, social studies, art, technology and library skills culminating in an array of displays about animals. It is equally fun for other students in the school who visit the classrooms to learn more about creatures of the temperate forest.

Bertschi alumni returned for the 2nd annual Blast from the Past. It was a great opportunity to catch up with friends as well as faculty and staff. Even parents enjoy coming back to Bertschi!
We’re all together again here at Bertschi
We’re all together again today
It’s an all school meeting or special presentation
We’re all together again, so shout hooray!

Hooray!

And it’s another All School Meeting at Bertschi.

Nearly a dozen times each year students, faculty, and staff (as well as occasional parents dropping in) come together in the time-honored tradition of the All School Meeting. These gatherings are a vital part of the Bertschi experience, and serve to create that sense of community for which the school is known. Often run by the Student Council, All School Meetings can feature a variety of speakers and presentations. This year, students have enjoyed hearing tales from a Native American storyteller, honoring fellow classmates on the cross-country team, celebrating the legacy of Martin Luther King Jr., and kicking off their service project, “Hop for Humanity,” with pre-k teacher Asha Younan’s dazzling display of jumping rope. The final All School Meeting in June recognizes the graduation of our fifth graders, and features the unveiling of their legacy art project – a gift to the school which memorializes their time at Bertschi.

So, if you hear singing and clapping on a Friday afternoon around 2pm – come on in and join the All School Meeting. Hooray!
Board Adopts Strategic Plan 2006

To download a copy of the Strategic Plan 2006 go to
www.bertschi.org/bertschi/community/communications

During the summer of 2005, the Board of Trustees launched a comprehensive planning effort to map out Bertschi School's strategic direction for the next five years. This plan is the culmination of nine months of intensive work by board members, staff, faculty, parents and other community volunteers. During that time, we conducted parent, staff and faculty surveys and an NAIS campus climate survey. In addition, we used an assessment tool to learn more about strengths and weaknesses of our academic and resource programs. We hosted a board retreat, several focus groups and community forums throughout the plan’s development. Through these activities nearly 200 current families as well as faculty, staff and alumni provided input into Bertschi’s strengths, weaknesses, challenges and opportunities. The board and planning volunteers poured over community feedback, current research and statistical data. They then discussed and distilled the results into five strategic issues, posed as questions, which the Bertschi community believes to be most relevant to the school’s future sustainability and institutional health.

Strategic Issues

- What do we see as the academic, social and emotional goals for our children?
- How do we prepare for a leadership transition and institutionalize Brigitte’s legacy?
- How do we define our niche in the marketplace?
- How will we achieve new levels of financial sustainability under current financial constraints and future trends?
- How do we develop a culture of giving that includes all families and appropriately supports the school?

Within this framework, planning members developed core strategies, goals and objectives to guide the educational program, marketing, fundraising, financial management, and leadership of the school. These volunteers have devoted a great deal of time and effort to this process. Our conversations have been engaging and lively. We have evaluated our strengths, learned from our experiences and analyzed how current and future trends may impact our ability to achieve our mission. As a result, we have decided to focus our efforts in these areas:

- Stay educational leaders by offering a challenging curriculum that integrates academic achievement with an emphasis on multi-culturalism, emotional development, social responsibility and environmental sustainability;
- Address Brigitte Bertschi’s retirement in June 2011 by providing a road map for leadership succession;
- Remain responsible stewards of our human, physical and financial resources as we look for new ways to diversify our revenue;
- Strengthen our fundraising and marketing efforts.

We thank the members of our school community who contributed their insight, good humor, time, tenacity and generosity to this planning effort. We are proud of the results and the focus our fourth strategic plan gives to the work ahead of us. As with other strategic plans, the board of trustees and School Director will oversee the successful implementation through committees and task forces over the next five years. While the ultimate responsibility for the plan rests with the Board of Trustees, it will require continuing energy and input from all members of the school community.

Tom Barton
Chair, Strategic Planning Committee

Brigitte Bertschi
Founder and Director

David Thyer
Chair, Board of Trustees
Former 3rd grade teacher Sven Holch (1999-2002) is currently teaching 3rd grade at Brookwood School in Manchester, Mass. He and his wife, Sarah, have two children, Magnus, 3, and Maisy, 18 months. “Summers have mostly been working at maritime day camps, the schooner Fame in Salem [a full-scale replica of the fishing vessel-turned-privateer during the War of 1812], and sometimes even vacation!” he writes. “Good luck with the school construction.”

Nina Breen, class of 2003, is attending Jewish Day School, Yeshiva, and says, “I love Bertschi with all my heart — it was the place I learned to express myself through my writing.”

Around the world in 80 days? Well, not quite, but Jennifer (2004), Scott (2003) and Leslie Milliman (2003) are enjoying a wonderful adventure during their year-long trip to Micronesia, New Zealand and Australia. Accompanied by 2nd grade teacher Brenda Cram for part of their journey, (see “Destination Micronesia”) the Milliman family left Seattle last July headed to such exotic destinations as Kosrae, Chuuk, Rota, and Yap. Scott wrote and shared, “Well I’m not much of a storyteller, but there was this one time when we were at a school in Yap and we saw the kids passing around a fair sized knife and we were very confused why they were doing this. Then we saw one of them sharpening their pencil with the knife! Pretty cool!” Jenny added, “Visiting Yap has stuck into my memory and I truly enjoyed visiting the school because I learned so much and made so many friends. One main thing I noticed was how bare their book shelves were, which is we are doing a book drive for the students in Yap.”

Antonia Walker, class of 1994, graduated from City College in New York with a Bachelor of Architecture degree. Her thesis project focused on creating inclusive learning spaces in kindergarten classrooms, and her research included a visit to Bertschi! She is now working for a small firm in NY which does housing and church design.

“Keep an eye on local jewelry designer Sophie Gardner and invest now in one of her pieces — she’s sure to take off,” The Seattle Times predicted in an article last fall just as Gardner, class of 1982, launched her retail web site, sophiegardner.net. Her jewelry is “inspired by symbolic, protective, and decorative elements in art and nature,” and includes rings, charms, necklaces, earrings and bracelets in silver, platinum, white, yellow and rose gold. Gardner also encourages a personal approach to her jewelry — by choosing symbols, stones and metals, clients can customize the pieces to their liking.
Looking Ahead...

New Pre-K and K Student Welcome
May 25

Spring Arts Showcase
June 1

All School Meeting: Graduation Celebration
June 9

Fifth Grade Graduation
June 15

Field Day/Last Day of School
June 16

For more information about these events check
www.bertschi.org

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