

“In a real sense all life is inter-related.

All of us are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.

I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be...

This is the inter-related structure of reality.”

Martin Luther King Jr.
Letter from a Birmingham Jail

Laudato Si' Action Platform and UAP4: How to take Practical First Steps



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Laudato Si Action Platform Schools Working Group

CCC Environmental Stewardship Committee

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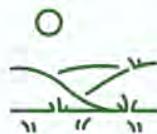


Bishop O'Dowd High School
A Catholic College Preparatory School
*Finding God
in All Things*





THREE ACKNOWLEDGEMENTS



Land



Context



Privilege



Territories



Languages



Treaties

Search your address, or toggle switches above to add shapes. Click around! [Think critically about this map](#).

Lafayette, California, United States



Territories



Languages



Treaties



Contact local nations to verify:

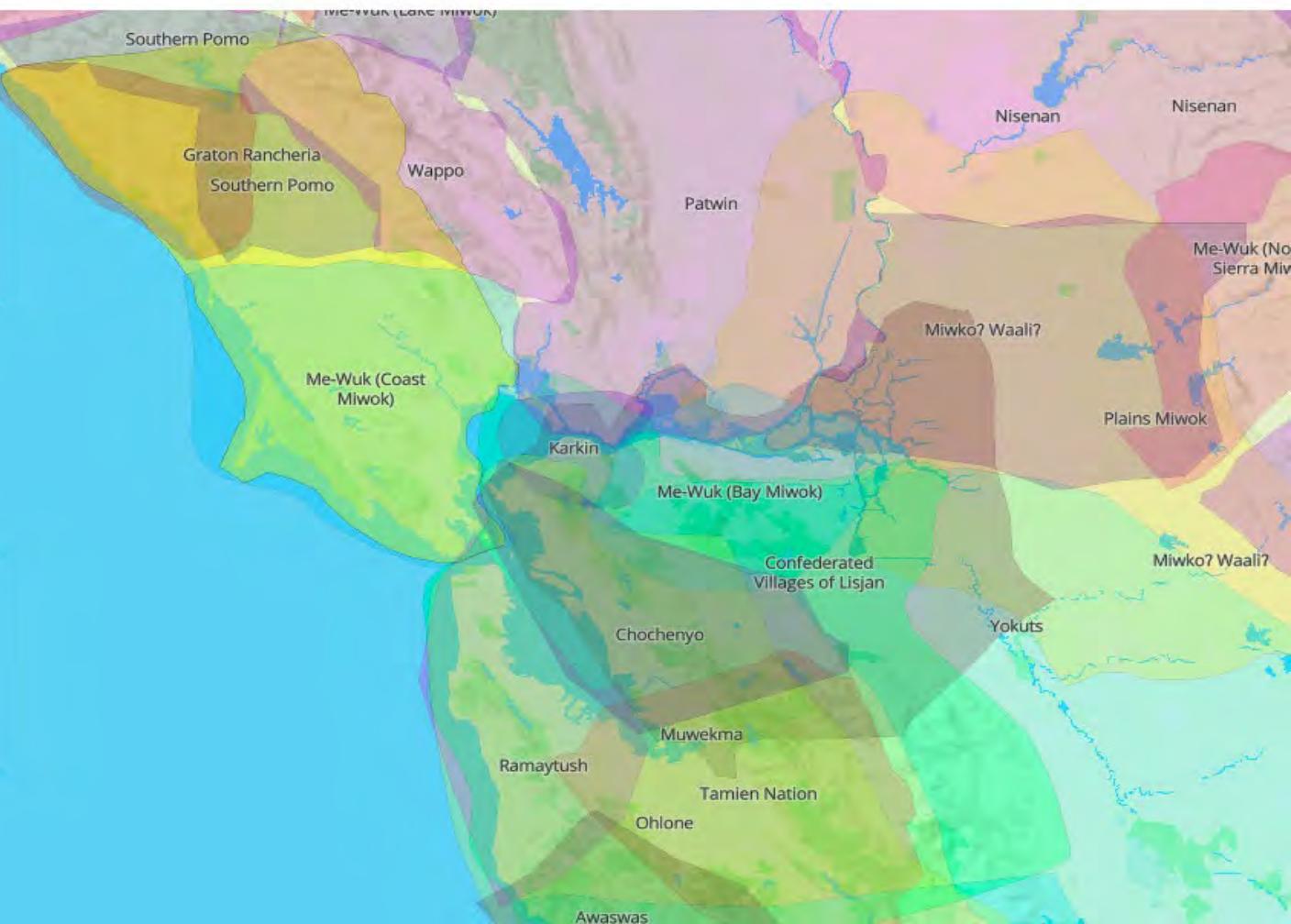
Yokuts

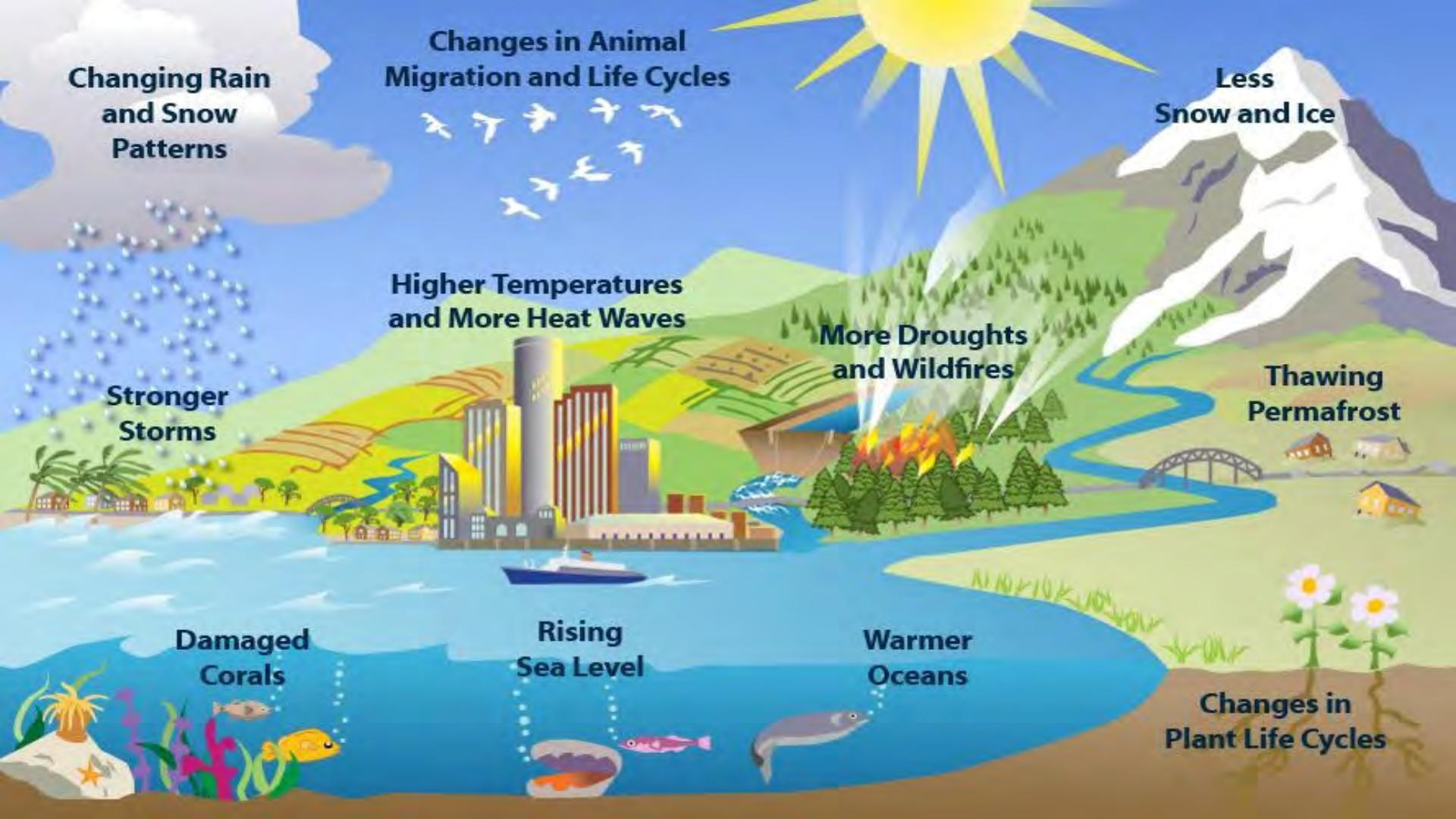
Confederated Villages of Lisjan

Me-Wuk (Bay Miwok)

Muwekma

Chochenyo





3 Realms of ACEs

Adverse childhood and community experiences (ACEs) can occur in the household, the community, or in the environment and cause toxic stress. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. Research has shown that there are many ways to reduce and heal from toxic stress and build healthy, caring communities.



Thanks to Building Community Resilience Collaborative and Networks and the International Transformational Resilience Coalition for inspiration and guidance. Please visit ACEsConnection.com to learn more about the science of ACEs and join the movement to prevent ACEs, heal trauma and build resilience.

There is broad public support in the United States for climate education.

- In 2019, **80% of parents and 86% of teachers** thought that climate change and its effects on the environment and society should be taught in schools.¹
- Additionally, **78% of all adults** believe that schools should teach about the causes, consequences, and potential solutions to global warming.²
- Despite strong support for teaching climate change, **only 42% of teachers** reported teaching climate change in their classes.³



Photo by Allison Shelley for EDUImages

1 <https://www.npr.org/2019/04/22/714262267/most-teachers-dont-teach-climate-change-4-in-5-parents-wish-they-did>

2 K12 Climate Action Plan, September 2021, K12 Climate Action at The Aspen Institute, p 29.

3 K12 Climate Action Plan, September 2021, K12 Climate Action at The Aspen Institute, p 29.

Climate change is impacting students' well-being and social-emotional health.

- While **57%** of teens report that climate change makes them feel afraid, **54%** said it makes them feel motivated to take action.
- Learning about climate solutions and how to take climate action can help students combat eco-anxiety — persistent worries about their own futures and the prospects for future generations.
- Yet, **54%** of teens say they have learned little or nothing about how to reduce the effects of climate change in school.



Photo by Allison Shelley/The Verbatim Agency for EDUimages

Youth are already leading movements for climate action and climate justice.

- In 2019, nearly 1 in 4 teenagers in the U.S. reported voicing their opinions on climate change in the prior three years through school walkouts, protests, or writing to government officials.
- In 2021, 32% of adults in Generation Z reported personally taking action to address climate change in the past year.
- Students around the country are asking schools to address climate change so they can better understand and solve the problems they see in their communities.





Bishop O'Dowd High School Charism

Finding God in All Things calls us to:

- Academic Excellence
- Community in Diversity
- Strength of Character
- ***Kinship with Creation***
- Social Justice
- Joy



*Finding God
in All Things*

Bishop O'Dowd High School
A Catholic College Preparatory School

KINSHIP WITH CREATION MILESTONES



1968

Introduction of Environmental Science course by science teacher Brad Goodhart, unique for the time period

1970

Founding of Ecology Club; club hosts first O'Dowd Earth Day celebration

1981
Launching of Ecology course by science teacher and Living Lab Co-Founder Tom Tyler



2005

Jane Goodall visits O'Dowd and explores Living Lab

2010

Planting of orchard in the Living Lab

1999

Living Lab vision unanimously endorsed by faculty and staff.



1998

Debut of AP Environmental Science course by Living Lab Co-Founder Annie Prutzman, who also organizes Earthbound Club

2000

Planting ceremony to establish the Living Lab led by O'Dowd Principal Fr. Don McLeod; Launching of Applied Ecology class, the first field-based class conducted in the Living Lab.

2003

Establishment of pond, waterfall and wetlands in the Living Lab



2013

Groundbreaking in the spring for the \$3.6 million LEED-platinum-certified Center for Environmental Studies (CES) featuring two science laboratory/classrooms and an outdoor study space; Creation of a strategic plan for incorporating sustainability concepts into the curriculum and promoting environmental stewardship



2016

Introduction of Spiritual Ecology class, a collaborative effort between the Religious Studies and Sustainability departments.

2014

Construction of CES building completed

2019

Co-sponsoring of Spiritual Ecology Conference, providing opportunities for the greater community to explore the intersection of environmentalism and awareness of the sacred within all creation

2018

Renewed emphasis on supporting science education and intentional integration of environmental stewardship with sustainability practices in all academic disciplines

2017

Establishment of EcoLeadership Team, providing opportunities for students to bring forward an environmentally sustainable and just community at O'Dowd and beyond, led by an adult team of faculty and staff

UAP 4: Caring for Our Common Home



UNIVERSAL
APOSTOLIC
PREFERENCES



Illustration by Erica Tighe Campbell



Caring For Our Common Home

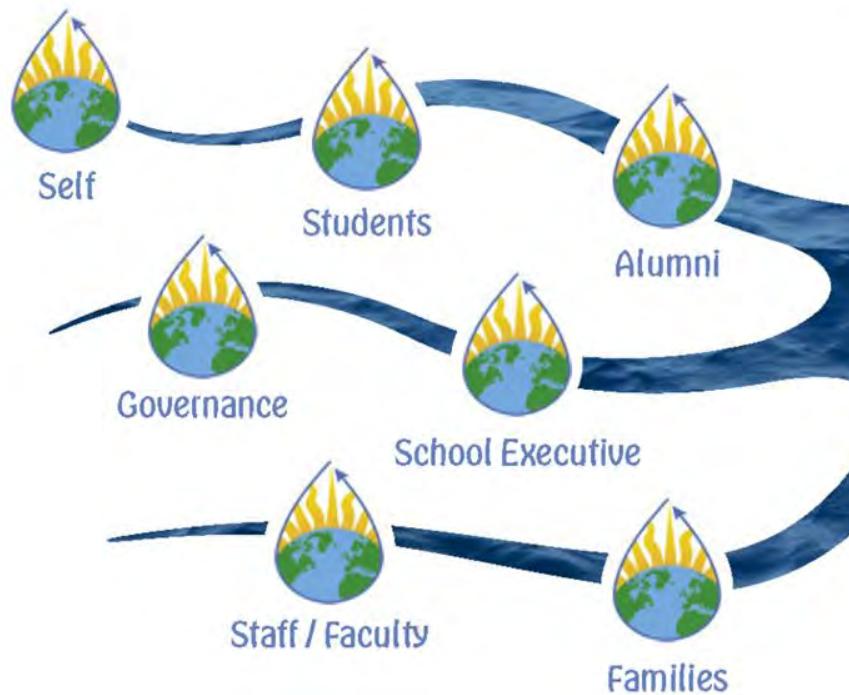
As persons for and with others we also strive to be for and with all of creation. With an awareness of our interconnectedness and with compassion and commitment, we walk together to transform our knowledge, attitudes, habits and practices in order to reconcile ourselves with all beings, all elements of the world, and with the Creator. We do this individually and collectively, both locally and globally, with the Ignatian spirit of faith and joy for a sustainable and hope-filled future. For Christians this is an ecological conversion "whereby the effects of their encounter with Jesus Christ become evident in their relationship with the world around them. Living our vocation to be protectors of God's handiwork is essential to a life of virtue" (LS 217).

KEY STAKEHOLDERS QUESTIONS FOR

Individual / Self	Students	Faculty / Staff	Executive / Administration / Management	Governance / Board Of Trustees / Governing Board	Families	Alumni
<p>Reflection</p> <ul style="list-style-type: none"> • In what ways is caring for our common home important to me? • How do I make time, away from distractions, to nurture a relationship with creation? • How can I participate in my school's mission to care for our common home? <p>Action</p> <ul style="list-style-type: none"> • Inventory my habits and practices: List the small daily actions that consider the environment in my purchases and lifestyle. What changes do I feel impelled to make for a sustainable future? Which of my daily activities reflect my concern for Mother Earth? • Educate myself about ecological justice issues and sustainable ways of living. Identify where I am doing well and where there is room for growth. • Celebrate a God-given gift or talent I can use to contribute to the creation of a sustainable and hope-filled future. 	<p>Reflection</p> <ul style="list-style-type: none"> • As students, do we make time in school, in classes, clubs, assemblies, prayer, worship, and activities, to discern together our relationship with our common home? • What is our faith asking us to do to protect creation? • How does our school journey with us in positive and active ecological transformation? <p>Action</p> <ul style="list-style-type: none"> • As students, identify the impact our daily actions, attitudes, and habits have on protecting the environment. • Act together to influence the school culture to take a more conscious and active stand in protecting our common home. • Ask the school to support you in generating spaces for reflection and to nurture a love for nature. 	<p>Reflection</p> <ul style="list-style-type: none"> • How do I model caring for our common home for myself, my students, and my school community? • How can we, individually and collectively, experience and understand the Ignatian perspective on caring for our common home? • How can we share the joy, excitement, and mystery of the natural world, and nurture our students' inborn sense of wonder? <p>Action</p> <ul style="list-style-type: none"> • Participate in at least one professional development opportunity each year on caring for our common home. • Design lesson plans and activities which give students an experience of the inter-dependence of all of creation and model care for our common home, initiating curricular change in all subjects. • Include service learning and advocacy for local environmental concerns in curriculum. 	<p>Reflection</p> <ul style="list-style-type: none"> • How does our school leadership shape the culture of caring for our common home among students, faculty, staff, and alumni? • Where is the promotion of the common good and the care for the environment embedded throughout the school, including in the architecture, curriculum, landscape, and other basic assumptions? • How can we, as school leadership, better collaborate with school community leaders who have committed themselves for caring of our Common home? <p>Action</p> <ul style="list-style-type: none"> • Organize retreats, seminars, or workshops which promote an ecological Examen, leading to environmental conversion of heart of the school's distributed leadership. Use resources such as Laudato Si', Fratelli Tutti, and A Living Tradition. • Organize environmental campaigns such as tree planting, conservation of resources, appropriate waste management, or events discouraging the "throw away culture" eschewed by Laudato Si'. • Conduct periodic audit of curriculum to identify areas in which school curriculum could deepen the promotion of environmental justice. Redesign curriculum using resources such as the United Nations' Sustainable Development Goals. 	<p>Reflection</p> <ul style="list-style-type: none"> • Do we – individually and collectively – understand caring for our common home within the context of the Universal Apostolic Preferences? • What policies and procedures do we have in place to ensure that caring for our common home is considered in all school decisions, including budgets and funding for sustainability? • How do we, evaluate the progress of school efforts in implementing actions that help care for our common home? <p>Action</p> <ul style="list-style-type: none"> • Commit to board or governing body formation in Laudato Si', the Universal Apostolic Preferences, and the Ignatian Perspective on caring for our common home. • Include caring for our common home as a regular agenda item for governance meetings. • Regularly evaluate and report on the effectiveness of sustainability programs and policies. 	<p>Reflection</p> <ul style="list-style-type: none"> • How does our family reflect upon the environmental problems/challenges of our planet? • As parents, how will we connect care for the environment, our faith, and our family? • In what ways can we, as parents, help our child understand how to incorporate caring for our common home in all areas of life: cooking, purchasing, transportation, services? <p>Action</p> <ul style="list-style-type: none"> • As a family, discuss the most serious environmental challenges facing your community and/or the world. • Identify and list the current environmental practices of your family members. • As a family, commit to one environmental practice (habit/lifestyle) you will change to care for our common home. 	<p>Reflection</p> <ul style="list-style-type: none"> • How do I, as an alumnus/alumna of a Jesuit school, embody compassionate commitment towards all of creation? • How do our alumni deepen our understanding of the Ignatian perspective on caring for our common home? • How can we alumni transmit the value of the natural world and keep the young person's appreciation of their non-utilitarian values? <p>Action</p> <ul style="list-style-type: none"> • Define ways to engage in actively caring for our common home: personally, in my work, in my community, and in my former school. • Connect with the Jesuit network to mentor students, teachers and staff on best ecological practices. • Commit to sharing time, talents and/or finances to aid my school's transition toward environmental sustainability.



“The prophet Isaiah imagines similarly that God sends rain and snow upon the Earth that do not return until they have done their work.” (Is. 55:10)



SOURCE:



RENEWING THE EARTH

LIVING LAUDATO SI' IN THE YEAR OF IGNATIUS



Ignatius 500



Jesuit Conference
Office of Justice and Ecology



IGNATIAN
SOLIDARITY
NETWORK

LAUDATO SI'

ON CARE FOR
OUR COMMON HOME



POPE FRANCIS



ENCYCLICAL LETTER

*"[B]ecome painfully aware,
to dare to turn what is
happening to the world into
our own personal suffering,

and thus to discover what
each of us can do about it."*

-Laudato Si, 19

Bioregional Responses

A poster for "Minnesota Our Common Home" featuring a stylized landscape with green pine trees, a blue lake, and orange hills under a blue sky. Two figures are standing on a rocky shore in the foreground. The title "MINNESOTA" is in large red letters, with "OUR COMMON HOME" in smaller letters below it. The bottom left corner contains the text "DISTRIBUTED BY" above the Minnesota Catholic Conference logo, which includes a dome, a leaf, a map, and waves. The bottom right corner features the Integral Ecology logo with the text "INTEGRAL ECOLOGY" and "nothing is wasted".

"bring the whole human family together . . .
for we know that things can change"
(Laudato Si' 13)

Laudato Si' calls us toward sustainability in the spirit of integral ecology.
With profound care for each other, our Creator, and all creation, we are
building a better future together.

[Enroll](#)

A journey towards full sustainability in the holistic spirit of integral ecology





Pillars of the Platform

The LSAP is based on three pillars that **support progress** towards the Laudato Si' Goals. Communities are welcome to use **any or all elements** as best suits their needs.

Community
Building

Resource
Sharing

Laudato Si'
Action Plans

Everything will be available on the Laudato Si' Action Platform website.



Why was the LSAP launched?

The aim of the LSAP is **to listen and respond to the cry of the Earth, the cry of the poor and the cry of our children and future generations.**



*Our prayer and dream is to initiate '**a people's movement from below**' that can really bring about the radical change needed given the urgency of the crisis of our common home...*

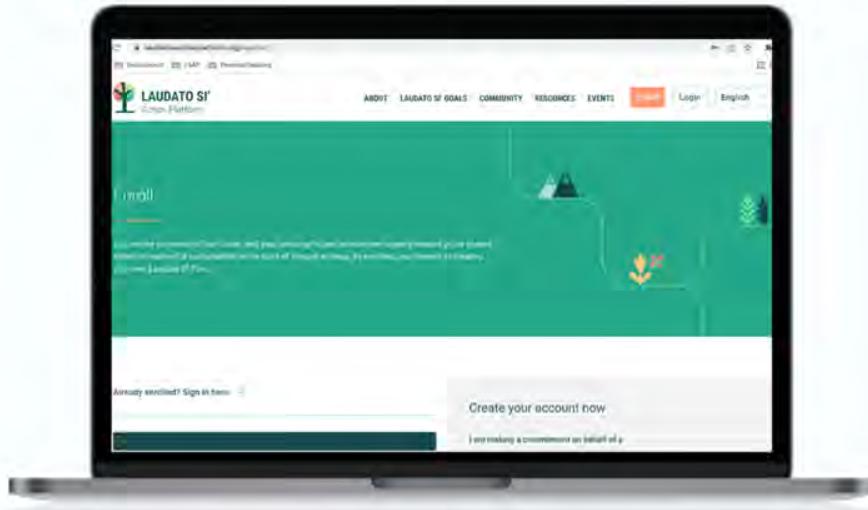
*We hope to create the **critical mass** needed for **societal transformation**.*

HOW TO ENGAGE



SHARE THIS LETTER WITH ADMIN

HOW TO ENGAGE



VISIT THE LAUDATO SI ACTION PLATFORM WEBSITE

LAUDATO SI' ACTION PLATFORM

7 GOALS AS A FRAMEWORK



Response to the cry of the earth



Ecological Education



Response to the cry of the poor



Ecological Spirituality



Ecological Economics



Community Resilience & Empowerment



Adoption of Sustainable Lifestyles

Response to the cry of the Earth.

You'll see questions for each of the Laudato Si' Goals. Laudato Si' Goal.

Question Text

Do you pay directly for your use of electricity?

Electricity use is an important component of a carbon footprint. Do you know how many kilowatt hours of electricity your facility used in the last 12 months?

We can also help you understand your electricity use and carbon footprint through your spending. Roughly speaking, approximately how much do you spend on electricity per month?

Does your electricity provider allow you to choose renewable energy? As one example, you might pay for renewable energy credits. Through renewable energy credits, you pay a fee to receive a portion of your electricity from renewable sources like solar or wind. This program might come directly from your utility, or it might come from an organization that works with your utility.

Does the school own the property where it's located?

Response to the cry of the poor.

These questions ask about how your practices "respo

Question Text

In the last 12 months, how have you taken action to respond to the cry of the poor? Please share freely any initiatives that are meaningful to you.

In case it's helpful, some schools take actions such as organizing educational events to protect all life, promoting and protecting Indigenous stewardship of creation, providing water and sanitation services, ensuring all people have access to clean air and land, growing in solidarity with the poorest and most vulnerable, and sharing resources and wisdom.

In the last 12 months, have you taken action to protect all life? As examples, you may have organized educational workshops, participated in public events, or promoted materials that illustrate the connection between ecological issues and the protection of life.

Ecological Economics

These questions ask about your practices in "ecolog

Question Text

In the last 12 months, how have you taken action to institute ecological economics? Please share freely any initiatives that are meaningful to you.

In case it's helpful, some schools take actions such as supporting the circular economy or developing sustainable purchasing standards.

Do you have financial investments?

An ecological economy embraces a just transition to clean energy, protecting all people from the consequences of a warming world. Have you divested from fossil fuels, weapons, and other investments that harm creation and human ecology? Or, if you've never had this type of investment, have you pledged that you won't make it in the future?

Have you invested in socially responsible enterprises, such as renewable energy?

Have you chosen a banking company that has clear ethical and social standards?

Have you chosen an insurance company that has clear ethical and social standards?

Sustainable Lifestyles

These questions ask about your practices in "sustainable lifestyles".

Question Text

Do you have control over the use of electricity in the school building or buildings?

The use of heating and air conditioning plays a big role in our sustainable lifestyles, because it can contribute to greenhouse gas emissions. Do you use either heating or air conditioning?

Have you developed a structured process to reduce your use of heating and air conditioning? In case a reminder is helpful, you might have installed programmable thermostats, regularly adjusted your thermostats by a few degrees, installed thick curtains to block heat and drafts, or something else.

Water, a precious resource, is a key component of our lifestyles. Do you know the amount of water you used in the last 12 months? In case it's helpful, this water may have been used for drinking, restrooms, or gardens.

How much water did you use?

Have you installed low-flow fixtures (such as faucets, toilets, or showers)?

Ecological Education

This question asks about your practices in "ecological education".

Question Text

In the last 12 months, how have you taken action to institute ecological education?

Please share freely any initiatives that are meaningful to you.

In case it's helpful, some schools take action on ecological education by developing opportunities for all to learn about Laudato Si', ensuring education is equitable, ensuring education is community-led, and creating ways for young people to lead.

Have you implemented a Laudato Si' education plan to reach all staff members of the school?

Have you developed opportunities for young people to lead Laudato Si' initiatives?

Ecological Spirituality

This question asks about your practices in "ecological spirituality".

Question Text

In the last 12 months, how have you taken action to embrace ecological spirituality?

Please share freely any initiatives that are meaningful to you.

Community Engagement and Participatory Action

These questions ask about your practices in "community engagement and participatory action".

Question Text

Answer Rich Text

In the last 12 months, how have you taken action to engage your community? Please share freely any initiatives that are meaningful to you.

In case it's helpful, some schools take action on community engagement by advocating for socio-ecological issues, better governance, and human rights, engaging the public, developing a shared response to challenges, and creating plans to adapt resiliently to climate change.

Have you included age-appropriate lessons on social or environmental policy in curricula?

Yes

Does any person/committee/team in the school have a clear mandate to lead Laudato Si' action?

Yes

Have these people received any type of training on environmental science and Catholic social teaching?

Yes

What training did they receive?

MA in theology, Laudato Si' Animators program.

Has a key staff member received training in environmental science and Catholic social teaching on ecology?

No

Is there an integrated approach to working on...

Yes

LAUDATO SI' ACTION PLATFORM

7 GOALS AS A FRAMEWORK



Response to the cry of the earth



Ecological Education



Response to the cry of the poor



Ecological Spirituality



Ecological Economics



Community Resilience & Empowerment



Adoption of Sustainable Lifestyles



1. Response to the cry of the earth.

2. Response to the cry of the poor.





3. Consider ecology in economic decisions.



4. Adopt/encourage sustainable lifestyles.



5. Prioritize ecological education.



6. Nurture ecological spirituality .





7. Cultivate Community Resilience and Empowerment.

7 LAUDATO SÍ GOALS



To remain committed as a Laudato Si' School, THREE things are requested:

1. **Self Assessment:** Complete an annual self-assessment to discern where you are on the road to integral ecology.
2. **Reflection:** Upload a reflection on how your values are connected to the Laudato Si' Goals.
3. **Annual Laudato Si' Plan:** Upload an annual Laudato Si' Plan that includes your target outcomes and the actions you will take this year.

**What is your
WHY?**

Global Youth Climate Strike, September 2019



Global Youth Climate Strike, September 2019



Climate Strike N.Y.C.: Young Crowds ...
[nytimes.com](https://www.nytimes.com)



Pictures From Youth Climate Strikes ...
[nytimes.com](https://www.nytimes.com)



Protesting Climate Change, Young People ...
[nytimes.com](https://www.nytimes.com)



School for Climate Protest ...
[nytimes.com](https://www.nytimes.com)



Pictures From Youth Climate Strikes ...
[nytimes.com](https://www.nytimes.com)



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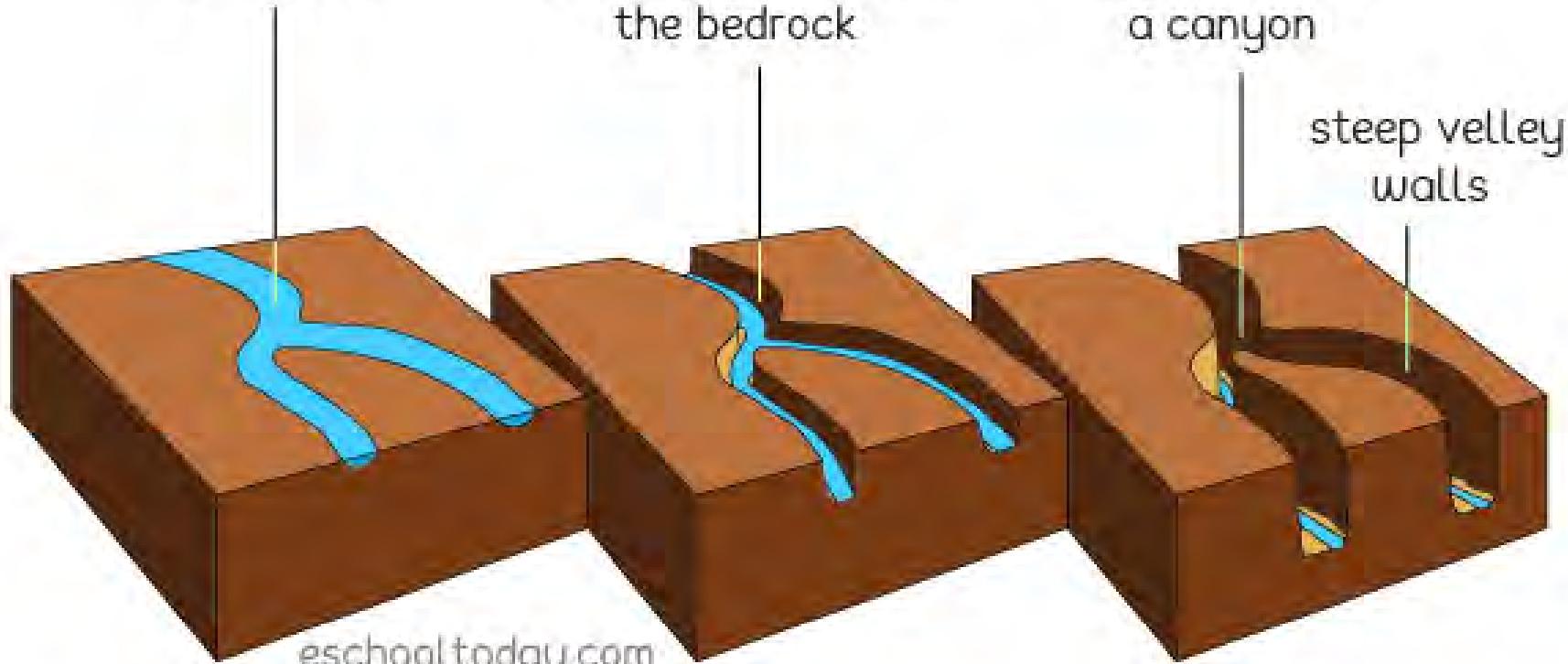


San Francisco. James Tensuan for The New York Times

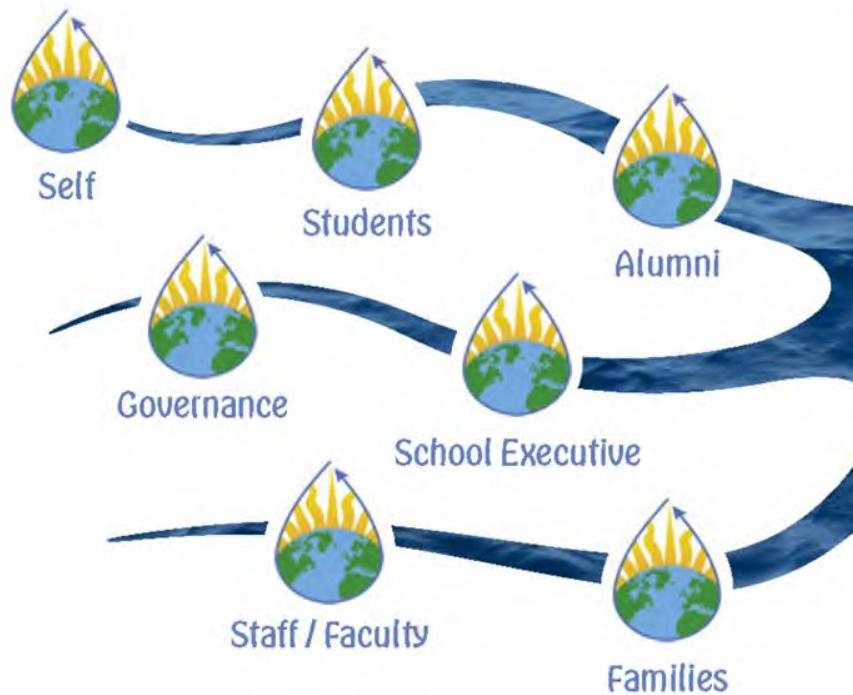
River with erosive power running over its bedrock

With time, the river erodes its bed and cut deep channels in the bedrock

More erosion carves out steep valley walls to form a canyon



“The prophet Isaiah imagines similarly that God sends rain and snow upon the Earth that do not return until they have done their work.” (Is. 55:10)



Whole School Ethos and Mission

SOURCE:





Questions and Answers



Resources:

- [*Laudato Si* \(2015\)](#)
- [*Laudato Si* Action Platform](#)
- [California Bishops Pastoral Statement \(2019\)](#)
- [IPCC/COP26: Implications for Teachers](#)
- [CAELI Enviro Literacy Hub](#) (Catholic version due Spring 2022!)
- [National COVID-19 Outdoor Education Learning Initiative](#)
- [Ignatian Solidarity Network Campaigns](#)
- [Laudato Si' Lent \(ISN\)](#)
- [Jesuit LSAP Website](#)



4Cs Whole School Sustainability and Climate Resiliency Integration Framework

**Adapted from Sustainable Schools Project & Plymouth University: Andra Yeghoian (ayeghoian@smcoe.org) - 2013*



CAMPUS



CURRICULUM



COMMUNITY & CULTURE

Facilities and operations that model sustainable and resilient practices, minimize disruptions for learning and serve as a lab for learning.

Curriculum that integrates Environmental and Sustainability Education (ESE) and Climate Literacy, as well as solutionary principles and practices.

Evidence within the “talk” and the “walk” of the school community for prioritizing sustainability and resiliency. And strategic partnerships with community based organizations.

STAKEHOLDERS



Students



Faculty and Staff



Administrators



Community Partners

4Cs Sustainability Framework at O'Dowd

CAMPUS

Greening O'Dowd's Facilities and Operations

- Resource Conservation
 - Climate (GHG)
 - Energy & Water
 - Transportation
- Material Flows
 - Waste: Solid & Toxic
 - Purchasing
 - Food & Dining
- Building & Grounds
 - Indoor Env. Quality (IEQ)*
 - * Includes HVAC & Cleaning
 - Grounds & Landscaping
 - Construction/Renovation

CURRICULUM

Stepping out as Leaders in the Education for Sustainability Movement

A) Content: Weaving Ecoliteracy principles, and sustainability topics/issues and themes throughout the subject areas.

B) Pedagogy: Innovative 21st century teaching including interdisciplinary collaboration, and experiential place-based learning.

COMMUNITY

INTERNAL

Engaging the internal community around sustainability topics, lifestyle choices, and events:

- Student
- Teachers/Staff
- Parents
- Alumni

EXTERNAL

Developing strategic and mutually beneficial partnerships that build a more sustainable community

INSTITUTIONAL CULTURE

Mission – Charism – Graduation Outcomes – Decision Making – Sustainability Legacy

EIP 1 Charism-Driven Decision Making

WCEA

BISHOP O'DOWD HIGH SCHOOL

WCEA COORDINATOR

MICHAEL DOWNS

ACCREDITATION YEARS

2020-2024

NUMBER	TASK TITLE	TASK OWNER	PCT OF TASK COMPLETE	Plan: 2019-2020	Year 1: 2020-2021	Year 2: 2021-2022
1.1	Review institutional sustainability commitments related to infrastructure, procurement, waste, energy, etc.	Isabel	25%	Begin re-assessment of sustainability commitments that earned Green Ribbon Award.	(Institutional operations impacted by school closure.) Collaborated with other California Green Ribbon Schools regarding best practices. Major solar installation. Broke ground in LEED-certified "Center" building.	Review campus operations through lens of Green Ribbon assessment tool. Present at CA STEM conference about Green Ribbon status.
1.1.1	Review sustainability commitments through the lenses of DEI and environmental justice.	Michael	50%	Engage in conferences on environmental justice (IFTJ, Bioneers, Catholic Climate Covenant, Laudato Si Animators).	Engage in conferences on environmental justice (IFTJ, Bioneers, Catholic Climate Covenant, Laudato Si Animators). Creation Care Team visioning with Blue Beyond consulting. SIA/ECO collab in Sept.	Present/publish at regional, national conferences (i.e. Oak diocese, IFTJ, Bioneers, CA STEM conference, NCEA). SIA/ECO collab in Sept.
1.3	Integrate Laudato Si throughout curriculum.	Michael	100%	Brainstorm ways to integrate Laudato Si throughout Freshman Year curriculum.	Change Frosh SL program to Common Home project	Partner with CCC Curriculum committee for state-wide curricular models. Partner with CA-ELI for best practice collaboration. Train 40 teachers in outdoor ed integration.
1.3.1	Integrate Laudato Si into Religious Studies.	Michael/Diana/Rose	50%	Brainstorm ways to integrate Laudato Si throughout Freshman Year curriculum.	Partner with department chair and teachers of freshmen.	Integrate Laudato Si into Frosh Hebrew Scriptures
1.3.2	Integrate Laudato Si into Math.	Michael/Carlos/Willie	50%	Brainstorm ways to integrate Laudato Si throughout Freshman Year curriculum.	Partner with department chair and teachers of freshmen as they re-write curriculum.	Integrate Laudato Si into Frosh Math.
1.3.3	Integrate Laudato Si into Science.	Michael/Tim/Kaylinda	50%	Brainstorm ways to integrate Laudato Si throughout Freshman Year curriculum.	Partner with department chair and teachers of freshmen as they re-write curriculum.	Integrate Laudato Si into SandE.
1.3.4	Integrate Laudato Si into English.	Michael/Damian/Kate	0%	Brainstorm ways to integrate Laudato Si throughout Freshman Year curriculum.	Partner with department chair and teachers of freshmen.	Integrate Laudato Si into Frosh English.
1.3.5	Integrate Laudato Si into Social Sci.		0%			
1.3.6	Integrate Laudato Si into Service Learning.	Michael	100%	Pilot "Common Home" project for Freshmen.	Launch Common Home Project (virtually) to invite all freshmen into 10 hours of service related to stewardship/sustainability.	Launch Common Home Project (on-campus) to invite all freshmen into 10 hours of service related to stewardship/sustainability. Deepen relationships with enviro orgs.
1.3.7	Integrate Laudato Si into retreats	Michael/Annie/Karen Y.	50%	Explore integration of Laudato Si into retreats.	Pilot COVID-friendly ecologically themed on-campus	Brainstorm and pilot opportunities for use of Lab for