



San Domenico School

California Nominee to
U. S. Department of Education Green Ribbon Schools
Private School



Prepared by
California Department of Education
School Facilities and Transportation Services Division
<http://www.cde.ca.gov/ls/fa/sf/greenribbonprog.asp>
January 2014



2013-2014 School Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify 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 their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes one or more of grades Pre-K-12. (Schools on the same campus with one principal, even a Pre-K-12 school, must apply as an entire school.)
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement 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. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.



U.S. Department of Education Green Ribbon Schools 2014

Charter Title I Magnet Private Independent

Name of Principal Cecily Stock, M.A., J.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School
Mailing Address 1500 Butterfield Road
(If address is P.O. Box, also include street address.)

City San Anselmo State California Zip 94960

County Marin State School Code Number 21-75002-6974448

Telephone (415) 258-1900 Fax (415) 258-1901

Web site/URL www.sandomenico.org E-mail cstock@sandomenico.org

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

Cecily Stock Date January 23, 2014
(Principal's Signature)

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

District Name* N/A – Private School 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.

N/A – Private School Date _____
(Superintendent's Signature)

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



PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School.

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 one or more of grades Pre-K-12. (Schools on the same campus with one principal, even a Pre-K-12 school, must apply as an entire school.)
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

California Department of Education

Name of Nominating
Authority

Tom Torlakson, State Superintendent of Public Instruction
(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.

Tom Tonkaleson

Date January 30, 2014

(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.

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

PART II – SUMMARY OF ACHIEVEMENTS

San Domenico School

Elevating sustainability as a critical issue of our time

San Domenico's mission, with its rootedness in the Dominican spirit, is to address the critical issues of our time. The sustainability program was developed in 1994 to support the mission in concrete ways using curriculum, policies, and practices on campus as vehicles for change. The school has made significant efforts over the years and has been recognized nationally as a leader in sustainability.

The campus is home to a 412 kW solar energy system, the largest school installation in Marin County. Photovoltaics reduce emissions by 860,000 lbs. per year, and offset up to 65% of school energy use. According to Pacific Gas & Electric analysis reports, the school's annual electricity use is 89% less than an average energy-efficient building and gas use is 77% less.

San Domenico was recognized as the top-ranking, "Emerald Green" school in transportation through Safe Routes to School in 2013 with 75% of students choosing green ways to school. Food scraps and landscape waste are composted and the school participates fully in the City of San Anselmo's recycling program with a 64% diversion rate. A large-scale horse manure composting system on-site reduces disposal and soil import costs. The school supplies reusable dishes and flatware in the cafeteria and offers eco-party kits to classrooms. Water is conserved with low-flow toilets and shower heads, and by capturing spring water in three 10,000-gallon tanks that are used to water the school garden. Also, 100-gallon rain barrels painted by students were installed to collect water for potted plants around campus.

San Domenico was chosen as the only school to represent the U.S. in an essay and video competition on Low Carbon Living, sponsored by the city of Chong Qing in China. Two students were selected as winners and awarded a trip to China for a week of cultural exchange, touring and learning about energy saving and emission reduction. This year, a partnership with Green Master of Business Administration students from Dominican University put San Domenico on-track for Green Business Certification and identified measures to further reduce environmental impact.

At each grade level, emotional and social well-being is supported through programs such as Second Step, Anti-Bully, Body Positive, and Peer Counseling. Grade-level retreats and days of reflection support students' spiritual and mental health.

San Domenico's "Seed to Table" garden curriculum offers weekly classes with a focus on nutrition and the benefits of organic and locally grown foods. The school lunch program sources produce within a 100-mile radius, 30% of which is organic. Signs provide information on where food is sourced daily, and each month, a different environmental or nutritional theme is highlighted. Produce is supplemented by a one-acre school garden. In addition, 95% of cleaning products are Green Seal-certified.

The 515-acre sprawling campus is largely devoted to ecologically beneficial uses (72%), including a teaching garden, a rose garden, a small orchard, a lavender field, a native plant garden, eight beehives, a labyrinth, and oak woodlands with a trail system and creek.

There are both unique and ample opportunities for classes to experience the outdoors. Students are also provided with outdoor excursions such as local field trips, weeklong outdoor education

campus, class retreats, and global travel opportunities.

Coursework at San Domenico weaves academic disciplines together to give a holistic view of human culture and thought. Because systems of knowledge are interconnected, students are invited to encounter ideas within the complex fields that create them. Eco-literacy goals guide lessons and are currently developing sustainability standards in scope and sequence to deepen the existing curriculum.

The one-acre Garden of Hope features vegetable and habitat gardens, a pond, chickens, an outdoor kitchen, a cob oven, a straw-bale toolshed, and an orchard. The garden kitchen program, led by a chef, engages students in projects that foster healthy relationships to food, such as baking, canning, herb drying, cooking techniques, and sharing celebratory meals.

In 2009, San Domenico received a \$50,000 grant that was used to contract with Fritjof Capra and the Center for Ecoliteracy to provide an all-faculty training on Ecoliteracy, host an Ecoliteracy retreat for interested faculty, give stipends to 10 teachers to develop Ecoliteracy units, and designate and provide stipends for Eco-literacy Representatives at each school level.

Wellness initiatives have worked to increase the amount of organics and local food in the cafeteria, eliminate plastic bottles and water coolers, and create a nut-free policy on campus. Nutritional information is highlighted in the cafeteria. In partnership with Teens Turning Green, students participated in the Top Eco Chef Marin competition where they visited local farms and farmers markets, and paired with a local chef to make a healthy and eco-responsible lunch. Bauman College nutritionists give workshops to seniors on how to live healthy in a college dorm. Teachers draw upon nutrition resources such as *Chew on This*, *What's On Your Plate*, *Fast Food Nation*, and *Omnivores Dilemma*. Social justice classes study aspects of the food industry and present results at a symposium.

PART III – DOCUMENTATION OF STATE EVALUATION OF DISTRICT NOMINEE

Pillar I: Reduce Environmental Impact and Costs

Element IA: Energy

- San Domenico's environmental policy provides general energy conservation guidelines. The school performs monthly tracking and regular audits, and has a long-range plan (5-10 years) to reduce energy consumption.
- San Domenico reduced greenhouse gas emissions by 28% from November 2010 through November 2013 and documented progress in EPA's ENERGY STAR Portfolio Manager.
- The school received a score of 79 in 2010, but has not yet received ENERGY STAR certification.
- San Domenico reduced its total non-transportation energy use by 17% from January 2010 to January 2013.
- Photovoltaics generate 65% of the school's net annual electricity, ranging from 33% in January to over 100% in summer, when excess amounts are sold to the Pacific Gas & Electric (PG&E) grid.
- 17% of the school's total energy use comes from renewable sources. While 13% comes from the campus solar photovoltaic (PV) system, 4% comes from biomass, hydroelectric,

geothermal, and wind purchased from PG&E's grid generation.

- San Domenico participates in programs such as Cool the Earth; PG&E-funded Strategic Energy Innovations green energy programs; Demand Response Summer Discount Program through PG&E; and ENERGY STAR Portfolio Manager.
- The last renovation to the high school portion of the campus included minor interior changes. While there was no certification process, green building practices were considered in the selection of fixtures, including dual-flush toilets, marmoleum (natural linoleum) tile, exhaustion fans, and occupancy sensors in the bathrooms.
- In efficient lighting, the school has saved an estimated \$19,792/year and 83,272 annual kWh. Other retrofits include LED exit signs, programmable thermostats, and weather sensor controls on the upgraded boiler system. Regular energy audits are performed and usage is monitored. Solar thermal pool and 412kw PV systems have also been installed. Additional lights are being installed this year, with projected annual savings of \$4802.60 and 25,278 kWh.

Element IB: Water and Grounds

- District water use is 1,791 gallons per occupant per year.
- An estimated 90% of the landscape consists of mostly native and drought-tolerant plants, including ground cover, grasses, shrubs, and trees located throughout the campus. Plants include oaks, redwoods, native grasses, rosemary, lavender, and day lilies.
- The school garden is watered by an artesian spring. This water is held in three 10,000-gallon tanks and gravity-fed to the garden. The campus also has three 100-gallon rain barrels to water planting pots. An additional 5,335 square feet of lawn was replaced with synthetic turf.
- A bioswale was installed to capture runoff from the parking lot. The school regularly adds organic matter to vegetative areas and mulch to any bare soil. Students also plant natives by the creek.
- 75% of the county water consumed annually from rainfall is collected in seven reservoirs in Marin. The remaining 25% comes from the Russian River. The school's water source is protected through a series of filtration systems and tested 120,000 times yearly.
- To control lead, drinking water is tested by the county annually, a maintenance team keeps the buildings painted to avoid chipping, and old pipes are replaced as needed.
- The campus is over 515 acres, with 28% dedicated to campus facilities. The remaining 72% is devoted to ecologically beneficial uses, including a teaching garden, a rose garden, a small orchard, a lavender field, a native plant garden, eight beehives, a labyrinth, and oak woodlands with a trail system and creek.

Element IC: Waste

- San Domenico's calculated solid waste diversion rate (via recycling and composting) is 64%. Service is reduced during non-service times. The monthly waste generated per person is 0.04 cubic yards.
- 100% of the school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed, and/or chlorine-free.
- San Domenico has a 1:1 student iPads program and provides laptops for teachers, which reduces e-waste. Energy-efficient lighting is used, which lasts longer than other bulbs, resulting in less waste. 95% of cleaning products are Green Seal-certified. Hazardous waste was reduced by 1.2/lbs. per person from January 2010 through November 2013.

- Waste disposal and recycling is tracked by the facilities manager (batteries and fluorescent tubes), the technology staff (e-waste), and students (trash and recycling bins). Audits are performed annually.
- Students collect recycling/composting and raise community awareness by presenting facts, skits, and multimedia during assemblies, and by posting messages around campus. Composting from a local hauler is in place to collect all food scraps, napkins, paper cups, and food-stained boxes. Eco-party kits are available to teachers to reduce waste. The cafeteria uses bulk condiments; reusable plates, cups, and utensils; and compostable disposables. The school does not use milk cartons, water bottles, or coolers.
- Cleaning products are sourced through Unisource, who provide a Green Gauge Analysis tool that allows for the analysis of purchases and the alignment of products and services to LEED-EB: OM standards. The custodial department follows green guidelines.
- 95% percent of all cleaning products are third-party-certified as green.
- Departments have green purchasing guidelines and can choose from the Staples line of green office products.
- All toilets are low-flush and the purchase of ENERGY STAR appliances and technology equipment is strongly encouraged. Maintenance is supplied with green purchasing/construction guidelines.

Element ID: Alternative Transportation

- In 2012, 77% of students chose an alternate form of transportation. This is a 2% increase over the previous year. In addition, school vans/buses are provided for field trips and extracurricular events. These percentages were collected and calculated through student surveys given twice per year and monitored on Green Ways to School Days. A parent survey was also distributed in 2011 to assess transportation needs.
- Vehicle loading/unloading areas are at least 25 feet from building intakes, doors, and windows. Secure bicycle storage is provided to encourage bicycling to schools.
- Through Safe Routes, the school participates in Green Ways to School Days and Go Green spring challenges. Bike safety workshops are given to 4th-6th grade students annually. The school is represented at Safe Routes to Schools Community Task Force meetings.
- The school has a large-scale manure composting system providing 300 cubic yards annually of compost for the garden and grounds. Waste recovery stations are set up for end-of-year locker clean-outs. Gently used supplies are donated. Lunch produce is purchased within 100 miles and is 30% organic. In partnership with Cool the Earth, students pledge daily environmental acts in competition with other classrooms (100% participation). Sustainable living tips and reusable water bottles and bags are given to all dorm students.

Pillar II: Improve the Health and Wellness of Students and Staff

Element IIA: Environmental Health

- Pest management is outsourced to Crane Pest Control (CPC), a Green Pro Eco-certified company. CPC uses an Integrated Pest Management (IPM) approach and performs weekly inspections on fields for signs of gophers, and in kitchen areas and around buildings for ants, flies, or rats. CPC tracks all procedures.
- In keeping with the IPM plan, pesticides are only used on an as-needed basis. Zero-to-low toxicity solutions are explored before chemical applications. Since 2008, there has

been a 45% reduction in pesticide use.

- Smoking is prohibited on campus. There are six-month in-house inspections for asbestos and a general inspection every three years from a licensed contractor to remain in compliance.
- Radon tests are performed at all school levels and have been recorded as normal.
- Any hazardous chemicals are stored, labeled, and tracked when picked up for disposal, including any bulbs or ballasts that may contain mercury. Wood playgrounds have been replaced. 95% of cleaning products are green-seal-certified and toxic products are purchased less whenever possible.
- The school was intentionally designed with large windows and skylights to provide daylighting and views of the campus. Energy-efficient T-8 or T-12 lighting is available when needed.
- 95% of cleaning products are Green Seal-certified products. Students have made green cleaners and distributed them to all classrooms for teachers to use on desks and other surfaces that are cleaned daily. IPM practices are employed on campus grounds wherever possible. In the event that pesticides must be used, they are only used during breaks when students and employees are not on campus. Labs have exhaust fans. Any hazardous materials are in designated locked storage areas and disposed of properly.
- The maintenance department is very diligent about replacing old pipes and fixtures when needed and applies new paint frequently so no chipping of paint in older buildings takes place.
- The majority of classrooms is non-carpeted and has good airflow. Classroom surfaces are cleaned daily. Leaf blowers are utilized earlier in the day, before people show up, and only on hard surfaces. The Middle School Eco-club led the charge to get non-toxic refillable Auspens for whiteboards that are being used in the Middle School classrooms.
- The showers have exhaust fans that work each day in the morning, and are off in the afternoon, to minimize mold. A condensation pump is located under the cafeteria for steam system. The custodial crew cleans every day and mold is not an issue. Regular maintenance checks are performed every morning on major systems to ensure that everything is working properly.
- The high school has large air circulation systems for all of the science classrooms, to ensure that the air quality remains high. The chemistry room has an additional fume hood station. The dining hall kitchen has exhaust fans for cooking.
- All classrooms and offices have multiple windows for cross-ventilation consistent with state and local codes. All buildings are designed to have windows in every area to provide fresh air and light. Very few buildings have air conditioning, but have cross-ventilation to keep rooms comfortable.
- The maintenance team performs inspections every morning for systems equipment and every three months for all equipment. Every month, maintenance staff holds a safety meeting to discuss situations of concern, such as janitorial duties or equipment that isn't working correctly. The cleaning crew acts as the extra set of eyes for maintenance and reports to the facilities director on any issues that arise. The school has a central online system for any staff or faculty to report problems or request a work order. Additionally, the school has yearly inspections for fire safety. Staff and faculty are given routine trainings in emergency preparedness and are broken into safety groups, such as search and rescue, first aid, etc.

Element IIB: Nutrition and Fitness

- Students visit farms to glean produce and bring some back to our school. Our cafeteria

purchases from local farms and is 30% organic. We have a teaching garden that supplies produce for cooking classes and to the cafeteria. Students get up to 180 minutes of P.E. per week, along with two recesses outside, unless raining. Wellness initiatives have worked to increase the amount of organics and local food in the cafeteria, eliminate plastic bottles and water coolers, and create a nut-free policy on campus. Nutritional information is highlighted in the cafeteria.

- In addition to P.E. classes and recess, intramural sports are offered once a week in addition to twelve other team sports. Elective classes in dance, yoga, gardening, mountain biking, meditation, and riding are offered. Classes can often be held on hiking trails or exploring the creek. Weekly classes are held in the school garden at every grade level. 5th grade students spend a week at outdoor education camps, while older students do river rafting, rope courses, or venture to places like Catalina Island, Uganda, Bosnia, or Hawaii.
- The staff has access to recreational facilities (pool, tennis courts, gym, and hiking trails). Fresh fruit and soup are offered daily to anyone for a snack, in addition to the local and seasonal lunches offered. Staff is often found taking walks around campus for breaks. Wellness classes are offered to staff, including mindfulness and yoga. Garden produce and fresh eggs from our chicken coop are offered to staff who volunteers in the garden; many staff bring in excess produce from home to share.
- In partnership with Teens Turning Green, students participated in the Top Eco Chef Marin competition where they visited local farms and farmers markets, and paired with a local chef to make a healthy and eco-responsible lunch. Bauman College nutritionists give workshops to seniors on how to live healthy in a college dorm. Teachers draw upon nutrition resources such Chew on This, What's On Your Plate, Fast Food Nation, and Omnivores Dilemma. Social justice classes study aspects of the food industry and present results at a symposium.
- School nurses and counselors coordinate at all school levels on health-related initiatives. The nurses offer immunization clinics to boarding students, flu shots, notifications of outbreaks and diseases, and first aid treatment. The counseling department leads initiatives on wellness, such as the Body Positive program, No Bully, conflict resolution, and sexual harassment training. Counselors have a weekly e-bulletin with information on wellness and parent education nights.
- The nurses work with local doctors to provide medical consultation. Dominican University places a nursing student on campus for a rotation in community health nursing. Nurses join monthly meetings with the Marin County School Nurses Organization to provide professional support on school nursing issues and diabetes care. Safe Routes offers bike safety. A local martial arts program offers self-defense classes. CERT (Community Emergency Response Team) works closely with the school to train for emergency preparedness.
- San Domenico participates in the No Bully program school-wide. K-8 offers Second Step, a program for emotional and social well-being that provides classes on life skills (e.g. Effective Effort, Digital Citizenship, Sexuality). The high school offers a peer counseling class and 9th grade health classes. The Body Positive program trains peer leaders to help eliminate body hatred and cultivate self-love. High school leaders visit the primary and middle school to promote positive body image with the younger students.

Pillar III: Provide Effective Environmental and Sustainability Education

Element IIIA: Interdisciplinary Learning

- PreK-5 students are required to participate in a six-week unit in the garden. Ecoliteracy is woven throughout the curriculum. Examples of classroom uses include writing on environmental issues, water quality testing, art to explore environmental and social issues, history of land and water use, Fibonacci in math, etc. Assessments indicate the progress and proficiency of student learning. Teachers are trained in Ecoliteracy during in-service and have opportunities to attend conferences and workshops such as EEI, Bioneers, Cloud Institute, and Life Lab.
- 40% of last year's eligible graduates completed the Advanced Placement (AP) Environmental Science course in high school; 67% scored a 3 or higher on the AP exam.

Element IIIB: STEM Content, Knowledge, and Skills

- As early as PreK/K, students are using STEM in activities like measuring garden beds. 1st - 5th grades study soils, cycles, interdependence, water, waste, and green technologies to include projects of creek water quality testing and building animal habitats and solar cars. 4th grade has a sustainability unit focusing on food, energy, water, and waste, where students calculate their eco-footprint. 6th - 8th grades create model biomes and calculate carbon footprint by studying energy conservation and renewables. They build a model sailboat from recycled materials to determine which style effectively captures the wind. 9th - 12th grades integrate sustainability in science courses from chemistry labs to bio-mimicry design projects in biology class. Environmental science courses explore all the topics, including water, agriculture, air, and energy. Students are asked to collect real data in field labs. They make calculations determining environmental effects or comparing different technologies.
- Throughout the courses, careers are highlighted in each topic of discussion. For example, discussing field biologists during the biodiversity unit or environmental consultants during the land management unit. San Domenico hosts guest speakers when the opportunity arises, such as an environmental lawyer or a person from EPA. Field trips take the class to meet biologists, when students conduct biological surveys with the Gulf of the Farallones, and to meet dairy/ranchers/farmers during the agriculture unit. Students also visit workers at the local recycling facility and water treatment plant. Each year, students participate in workshops on Earth Day with professionals. Past workshops include solar energy, nutrition, bio-mimicry, permaculture, beekeeping, marine ecology, and ethnobotany. Past guests speaking to students about their fields of work include Gavin Newson and William McDonough. These events afford the opportunity to make the connection between Ecoliteracy learned in school and future career paths.

Element IIIC: Civic Knowledge and Skills

- San Domenico sees the importance of a connection to nature, as well as what it means to be a steward of environmental and social systems, both locally and globally. At all grade levels, students make products from the garden to sell at an annual garden fundraising event. K-2nd graders grow pumpkins and make bread that is given to a shelter. 3rd graders raise trout eggs in the classroom to release in Lagunitas Creek. 4th grade does water quality testing and restoration on the creek. Middle-schoolers lead a school-wide food drive for the Marin Food Bank and work with initiatives like "Free the People" and "The Hope Project" in India to provide supplies and spread awareness of issues of water safety and hunger. 8th grade has a "Gradu-action" day of service. High-

schoolers are required to complete an independent service in which they investigate the complexity of many issues affecting our ability to reach a just and sustainable society.

- San Domenico has a 515-acre campus with access to trails, creek, and an acre of school garden. Classes are often held outside to study and interact with the natural surroundings. PreK-5th have six-week garden units where each grade takes on a focus (ex. PreK/K explores the garden through the senses, 1st - Community, 2nd - Cycles, 3rd - Local Agriculture, 4th - CA Native Americans, 5th - Nutrition). Primary students also go on field trips to local farms, the Marin Audubon Society, and the San Francisco Bay. 5th grade spends a week at an outdoor education camp. 6th grade visits local farms to glean. 7th grade spends a day at a homeless shelter program, learning about homelessness and working in their garden or kitchen. 8th grade has a rafting retreat and campus service projects. 9th grade visits local parks and does service projects on campus. 10th grade goes to Catalina Island. 11th and 12th grades' experiences are elective. There are week-long outdoor experiences (e.g. working with the nature conservancy in Hawaii exploring local ecosystems and sustainable food systems).
- Using nature as the context for learning, the Ecoliteracy curriculum integrates across the subject levels. Examples include: reading "Out in the Dust" to learn about impacts of farming; simulating land and water use systems in sand while studying Early Mesopotamians; studying site-specific land art and its relation to ecology movement; planting crops in the garden for use in recipes during a nutrition unit; and using geometry when measuring out circular vegetable beds.
- Other student projects that engage the broader community include collecting compost and recycling on campus, harvesting garden produce for the cafeteria, restoring the creek, making products from the garden to sell, presenting environmental research projects, interning at environmental or social organizations, creating and posting ceramic plant ID signs for trees on campus, creating habitat and animal books in Spanish, or planting daffodil bulbs each season to bring bouquets to the convent infirmary.
- San Domenico celebrates Earth Day with a wide range of workshops offered to the community that draw upon community partnerships to help advance toward the three Pillars. Students from the High School Green Team plan the event by contacting professionals to present workshops: Marin Clean Energy and Alliance for Climate Education discussing climate change and air pollution, the Marin Food Systems project on value of eating seasonal and local food, Fibershed on non-toxic alternative clothing, Bauman College on holistic nutrition, Green Sangha on personal ecology and meditation, and Environmental Forum, Next Generation and Teens Turning Green on education, outreach and activism. In addition to these valuable workshops, students also participate in hands-on projects that help benefit the community, such as restoring our creek, working in the garden, or creating interpretive signs for the campus.
- Each year brings new opportunities for sustainability integration and community partnerships, both local and global. For example, local students have worked with PickMarin to plant an orchard on campus, from which they will donate fruits to Marin Food Bank. Recently, the high school has built a global partnership with Ugandan Rural Development Training (URDT) Girls School in Uganda. This school works to empower girls from mostly needy towns to learn sustainable agriculture and health practices. These girls create action plans and return to villages as change agents. San Domenico has worked to build greenhouses and create other programs with this school. The students have visited and worked alongside URDT students on service projects. The high school also has an ongoing program in Vares, Bosnia running a free summer program that integrates ethnic groups in an effort to build understanding and long-term reconciliation.



(Above, from top to bottom) Students enjoy a garden feast; High school students learn nutrition in cooking class; Practicing math principles with garden planting

(Right, from top to bottom) A student paints a rain collection barrel; Recycling in action; Representing San Domenico at the County Eco Chef competition