U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

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 grades early learning to 12.
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. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
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

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

Official School Name: Urban Prairie Waldorf School
(As it should appear on an award)

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

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

_____ Date:
(Principal's Signature)

Name of Superintendent: NA
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

District Name:

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

NA Date:

(Superintendent's Signature)

Nominating Authority's Certifications

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

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Illinois State Board of Education

Name of Nominating Authority: Dr. Carmen I. Ayala

(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.

Carmen I. Ayala Date: 2/28/2022

(Nominating Authority's Signature)

SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: December 31, 2023

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.

ILLINOIS GREEN RIBBON SCHOOLS APPLICATION

Background

Thank you for your interest in completing the Illinois State Board of Education's application for nomination to U.S. Department of Education Green Ribbon Schools (ED-GRS) or District Sustainability Award. ED-GRS recognizes schools, districts, and postsecondary institutions taking a comprehensive approach to sustainability, incorporating environmental learning with improving environmental and health impacts.

Becoming a U.S. Department of Education Green Ribbon School, District Sustainability Awardee, or Postsecondary Sustainability Awardee is a multi-step process. The first step is to complete and submit this form to be selected as a nominee by your state education agency or equivalent.

Once selected as a nominee by your state education authorities, the second step of the process requires signatures certifying compliance with all applicable civil rights, Federal Student Aid, health, safety, and environmental statutory and regulatory requirements. You may view the certifications that you will be asked to make in the Nominee Presentation Forms (https://www2.ed.gov/programs/green-ribbon-schools/applicant.html).

Finally, your nomination materials, including the signed Nominee Presentation Form, documentation of progress in all areas of the award, and several photographs, will be sent to the U.S. Department of Education (ED). ED notifies national selectees in the spring, inviting them to send representatives to attend a ceremony in Washington, D.C. in the fall. Selection is based on documentation of the nominee's progress in the three ED-GRS Pillars:

Pillar I: Reducing environmental impact and costs;
Pillar II: Improving the health and wellness of students and staff; and
Pillar III: Offering effective environmental and sustainability education.

Schools, districts, and postsecondary institutions demonstrating progress in every area will receive highest scores. It may help to assemble a team with expertise across these areas to complete the application. You may also wish to consult Green Strides (http://www.greenstrides.org/) for programs related to each Pillar.

*PLEASE NOTE: Your application should be **MAXIMUM of 18 pages***

ILLINOIS GREEN RIBBON SCHOOLS APPLICATION

School Applicant Information

1. School Name: Urban Prairie Waldorf School (UPWS)

   District Name: Independent School accredited through the Association of Waldorf Schools of North America
   Street Address: 1310 S. Ashland Ave.
   City: Chicago; County: Cook
   Zip: 60608

2. Website: http://www.urbanprairie.org
   Facebook page: https://www.facebook.com/UrbanPrairieWaldorfSchool/
   YouTube: https://www.youtube.com/channel/UC-LZZlzB9pDyoeN9fuHf9tw
   Instagram: https://www.instagram.com/urbanprairiewaldorfschool/
   Twitter: n/a, but LinkedIn is: https://www.linkedin.com/company/urban-prairie-waldorf-school/

3. Principal Name: Sharla Paul
   Principal Email Address: sharla.paul@urbanprairie.org
   Phone Number: 312-733-5337

4. Lead Applicant Name (if different): n/a
   Lead Applicant Email: Click here to enter text.
   Phone Number: Click here to enter text.

<table>
<tr>
<td rowspan="2">Level
☒ Early Learning Center
☐ Elementary (PK - 5 or 6)
☒ K - 8
☐ Middle (6 - 8 or 9)
☐ High (9 or 10 - 12)</td>
<td rowspan="2">School Type
☐ Public
☒ Private/Independent
☐ Charter
☐ Magnet</td>
<td rowspan="2">How would you describe your school?
☒ Urban
☐ Suburban
☐ Rural</td>
<td>Is your school in one of the largest 50 districts in the nation?
☒ Yes
☐ No</td>
</tr>
<tr>
<td>Total Enrolled: 130</td>
</tr>
<tr>
<td>Does your school serve 40% or more students from disadvantaged households?
☐ Yes
☒ No</td>
<td colspan="2">% receiving FRPL: 0
% limited English proficient: 0
Other measures: n/a</td>
<td>Graduation rate: n/a
Attendance rate: 98%</td>
</tr>
</table>

ILLINOIS GREEN RIBBON SCHOOLS APPLICATION

School Summary and Highlights:

Use 2-3 pages to provide a summary narrative describing your school's efforts to reduce environmental impact and costs; improve student and staff health and wellness; and provide effective environmental and sustainability education. This overarching summary should highlight the best of your work in every ED-GRS Pillar and Element.

You can view examples of summary narratives in past Highlights Reports. The summary that you submit should be what you would like to see appear in a future Highlights Report, if your institution is selected. Be sure to include concrete sustainability achievements, supporting data, unique partnerships, program participation, awards, and certifications. It may be helpful to pull from your application materials to write the summary.

UPWS is an independent Waldorf school on Chicago's near West Side. Located in a commercial area between the Illinois Medical District and Chicago's historic Pilsen neighborhood, UPWS serves families with infants through students in 8th grade. Over half of UPWS families qualify for our variable tuition program. UPWS instills a love of learning and reverence in the world for our students, and nurtures their capacities to meet the present, and be prepared for their ever-changing future. The curriculum incorporates nature experiences, outdoor movement-based learning, excursions throughout our city, and learning by doing.

UPWS's formal environmental sustainability efforts began with the adoption of our Sustainability Charter in 2019. Having moved to our current location in 2018, the Charter built on UPWS's prior sustainability efforts and focused new efforts on reducing the environmental impact and costs of the school's 70-year-old facility. UPWS moved quickly, obtaining an energy assessment at the end of its first year in our "new" home. Based on the assessment, and with the help of a grant from our fellow Midwestern Waldorf schools, UPWS retrofitted its lighting in early 2021. This led to a 63% average monthly reduction in electricity consumption compared to the same period in 2020. With the help of another grant from the Illinois Clean Energy Foundation, UPWS also installed its first solar array in late 2021. The array powers the equivalent of one classroom, and its installation and tracking has provided a sustainable context for our students to study real-world math concepts.

The age and location of our facility also required renovation of our outdoor spaces. To that end, UPWS has developed its green spaces on the north and east sides into play spaces and permaculture gardens. The former hosts our Early Childhood learners; the latter provide a curriculum setting for all grade levels. These spaces have been planted with hearty local plants, including fruit trees and crops. Our students play, work, and learn in these innovative green spaces. Also, UPWS's large western playlot is undergoing perhaps the most visible transformation. Initially covered 100% in unshaded asphalt, this playlot now boasts: natural climbing structures constructed from donated ash trees; a large sand play area; a goat habitat; raised earthen berms with newly planted trees and shrubs; and hügelkultur-inspired mounds of varying elevations formed with woodchips donated by the Forest Preserve District of Chicago. Approximately 60% of the original asphalt is now covered, providing a "softer" urban experience for our students, faculty, and staff. The natural woody and earthen coverage, and the increased planting therein, also provides benefits in the form of reduced water runoff and needs for future irrigation.

These efforts have largely occurred during the pandemic, highlighting the commitment of our stakeholders to sustainability and the benefits of "greening" the school's urban footprint. Both are key to the education offered at UPWS. Also central is UPWS's commitment to the physical, social-emotional, and mental well-being of our students. With respect to physical health, in addition to their regular outdoor time and movement classes, our students walk or take public transit for nearly all of their field trips and off-campus community engagements (expeditions). Our 7th and 8th graders, for example, have walked more than 10 miles (round trip) on multiple occasions to a historic North Lawndale community garden. This approach to our student expeditions keeps UPWS transportation energy use low and improves the stamina and fitness of our students.

With respect to social-emotional and mental health, despite the pandemic, our faculty and administration demonstrated this commitment by delivering in-person schooling to the majority of our students *in addition to* remote curriculum to students who were unable to attend in 2020-2021 due to heightened risks of Covid-19. UPWS's outdoor spaces were critical to its safe

and effective pandemic operations.

The school leveraged its emphasis on outdoor learning and play, relying on and further developing these spaces to meet the health and curricular needs and help reduce risks of Covid-19 transmission. The efforts were successful in keeping our students and employees safe (no known school-transmitted cases) and keeping them moving as they normally would at UPWS. Students eat lunch and attended classes outdoors whenever possible and practical. Certain grades are grouped together in "pods," so that if one pod experiences a positive Covid-19 result, children in other pods may remain for in-person learning. But pandemic times or not, our children get at least an hour of outdoor play and movement each day. Their outdoor time includes the true work they perform in caring for UPWS's gardens and animals. Such collective care promotes stewardship, teamwork, and general well-being. The UPWS curriculum provides ample opportunity to explore, get muddy, and conduct experiments in nature.

In addition to using these spaces to support our students' well-being and social-emotional health, UPWS also implements the following programs: (1) Three Streams of Social Support program, focusing on restorative justice and social-emotional support throughout our programing; (2) Board-led Diversity, Equity, Inclusion, and Justice Team, holding the school accountable for supporting equitable practices and policies; (3) Annual SEED training to grow diversity, equity, and inclusion awareness and cultural humility among our stakeholders; and (4) the recent approval of a diversity, equity, inclusion, and justice audit to gauge where UPWS stands on its path to ensure equity for all of its students and stakeholders.

Environmental literacy permeates our pedagogy at UPWS. As recognized in our Sustainability Charter, UPWS "strives for ecological and societal awareness and also provides our students with the seeds for social transformation . . . ." Our faculty develops curriculum with this in mind, and often relies on our resources described above when devising academic blocks and hands-on projects. Indeed, UPWS was recently awarded a mini-grant through the Illinois Green Alliances Green Schools Project program. This project will involve our middle-school woodworking students creating a wine-barrel water pump to be installed in our Early Childhood garden. The barrel and pump will illustrate to both middle school and early childhood students how water can be captured and re-used. UPWS is looking forward to celebrating our students' successful completion of this project this spring. Thank you for considering our proposal, and we thank you for the feedback on our 2020 application as well. We considered that feedback and are proud of UPWS's progress since then, particularly in the face of the pandemic.

Pillar I: Reduced Environmental Impact and Costs

A. Energy

1. **Do you track energy use in ENERGY STAR Portfolio Manager®, or another way in your district?**
   ☐ Yes ☒ No

2. **If so, how have you tracked your resource usage, for how long, and how has your usage dropped over that time?** *(Data or graphs can be submitted as a separate supportive document if desired.)*
   Tracking our electricity bills, our energy use has dropped dramatically between 2020 and 2021, following our retrofit of LED lighting in early 2021 (during the pandemic). Our average monthly energy usage dropped by a whopping 63% as compared between March-December 2020 versus the same period in 2021. (See attached spreadsheet.) The retrofit arosefrom the 2019 energy assessment described in Response 3, below.

3. **Please describe the strategies you have implemented or planned to reduce your energy consumption.**
   We completed our first full year in our current building, 1310 S. Ashland Ave., in 2019. We assessed our energy usage for that year and created a plan to drive down energy consumption that included retrofit projects and more mindful consumption. Just Energy performed the assessment over the fall of 2019 and identified significant saving potential in our electricity consumption. The report identified key initiatives to realize the savings (project proposals are available to share upon request). We retrofitted the entire facility with LED lighting in 2021. We have also initiated an effort to assess the HVAC and boiler performance, and potential

efficiency opportunities. We are receiving quotes for and evaluating renewable energy options to meet the remaining consumption needs, including community solar options.

4. **What percentage of your school's energy is obtained from:**

   a. **On-site renewable energy generation:** Approx. one classroom is currently powered by our new, three-panel solar array.
   Type: Solar (Urban Prairie School (enphaseenergy.com))

   b. **Purchased renewable energy:** UPWS is evaluating community solar and other renewable energy options (Nexamp and Green Mountain Energy).
   Type: Community solar or other renewable energy options.

   c. **Participation in an energy cooperative, DOE Wind for Schools or other school energy program:** Subject to future evaluation.

5. **In what year was your school originally built?** Built in 1950 and remodeled to current building in 1960.

6. **What is the total building area of your school?** 50,000 square feet.

7. **Please describe any new construction or major renovations at your school in the past ten years, including the date, and the percentage of area renovated. Describe how you achieved green building or similar standards and any certifications earned.**
Renovation at Urban Prairie has been minimal since purchase of this facility in 2017 and move-in 2018. During summer 2018 and ongoing, 90% of our classrooms were painted using natural tints as part of the "lazure" process, which layers color in a process akin to watercolor and uses nontoxic water, binder, and pigment. Much of our construction efforts have focused on our outdoor play areas, given that our students spend significant time outdoors year-round. Our outdoor development efforts are described in detail throughout this application.

8. **Please describe your sustainability policy and practice for new or renovated construction materials and building maintenance.**

   For daily building maintenance, UPWS's cleaning contractor uses environmentally friendly materials.

   With respect to construction, UPWS is pursuing our Natureplay Campus vision in phases. Highlights:

   - Key to our design is our conviction to limit our waste and our carbon footprint. In 2018, our playlot was 100% covered in asphalt. We chose not to rip up the asphalt, truck it out, and dispose of it in a landfill, which would also require trucking in new soil. Instead, our playlot is characterized by hügelkultur-inspired mounds installed over the asphalt. Used for centuries in Eastern Europe and Germany, hügelkultur (which translates roughly as "mound culture") is a gardening and farming technique where woody debris and logs are mounded, topped with soil, and planted.
   - Our hügelkultur logs and woodchips are recycled from the Forest Preserve District of Chicago. We have begun building hügelkultur mounds to create natural respites with varying elevations and shady spaces to soften the edges of our urban environment. The lot is now about 60% covered with organic material.

   The advantages of hügel beds are many, including:

   - The gradual decay of wood is a consistent source of long-term nutrients for plants. A large bed might give out a constant supply of nutrients for 20 years. The composting wood also generates heat which

can extend the growing season.
- Soil aeration increases as those branches and logs break down.
- The logs and branches act like a sponge. Rainwater is stored and then released during drier times. Hügel beds may not need to be watered again after the first year (except during long term droughts).
- Hügel sequesters carbon into the soil.

In addition to above, our TreePlay LLC structures are made from re-purposed ash logs that were cut down by the City of Chicago due to infestation by the emerald ash borer.

Central to our farm and animal care curriculum on our playlot is the habitat for our beloved goats. We are undertaking a multi-year process of slowly composting the animal bedding, beginning with the "deep bedding" method, in which bedding is layered upon layer throughout the year, to be composted for a year, augmented by a community call for nitrogen materials, and then ultimately used to enrich the soil on our permaculture gardens on the eastern side of our campus.

B. Water and Grounds

9. **Can you demonstrate a reduction in your school's total water consumption from an initial baseline or describe your best practices to limit water usage? For example, calculate your change in water usage (in gallons per occupant) over a specified period of time, or a reduction in water used for irrigation.**
We have not established a baseline since our move-in due to the lag in the availability of water bills, and the strain on human resources since the pandemic began. We do intend to monitor water use and reduction going forward, in addition to the near-term plans to assess the viability of harvesting rainwater.

10. **What percentage of your landscaping is considered water-efficient and/or dedicated to ecological or instructional use? Describe the kinds of plants used and locations:**
Our gardens and play spaces on the east and north sides of our building are 100% water-efficient and used for instructional purposes. Our landscaping there incorporates hardy native species, focusing on pollinators and edibles. Our large, west-side playlot has become significantly more water-efficient due to the continuous, phased implementation of our Natureplay Campus Design. This includes soil and woodchip berms along the perimeter of the lot, in which trees and bushes have also been planted. Mounded woodchips continue to be added to the lot. The initial asphalt surface that existed when we purchased the building in 2018 is now approximately 60% covered by our hügelkultur-inspired design. This design emphasizes rainwater retention and water conservation, and is expected to soon cover 80% of the playlot surface.

11. **Describe the water sources used for irrigation, including any cisterns or rain barrels.**
Currently we use interplanting, variety selection, permaculture, and cover crops to reduce/eliminate water usage for our garden. Watering is minimal. We do not currently have a cisterns or rain barrels, though these tools will be considered during our forthcoming rainwater harvesting assessment.

12. **Describe any efforts to reduce storm water runoff (e.g., rain gardens) and/or reduce impermeable surfaces.**
Again, the formerly-100% asphalt-covered playlot is being transformed with hügelkultur-inspired design. The woodchips, logs, and branches act like a sponge. Rainwater is stored and then released during drier times. Hügel beds may not need to be watered again after the first year (except during long term droughts).

C. Waste and Chemicals Management

13. **Describe the strategies you use to divert solid waste (e.g., trash, cafeteria waste, paper, or landscape**

waste) from landfills due to reduction, recycling and/or composting. Complete the calculations below or provide reduction rates:
Our students bring reusable lunch containers and parents are asked to limit waste in food packaging. We strive for 90% reusable plates and cutlery for our events, brought by our families. We recycle throughout our facility. We compost 100% of our landscaping waste.

14. **What percentage of your school's total office and classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free?**
Office and lunchroom - 50%; classroom - 20%.

15. **List the types and estimated quantities of chemicals (e.g., laboratory materials, cleaning products, pesticides) managed at your school, and how they are stored, disposed of, and minimized:**
Our cleaning contractor uses environmentally friendly cleaning materials. Science lab materials are mostly kitchen-based materials, with a small amount of specialty chemicals stored responsibly in our science lab.

16. **Describe how your school purchases environmentally preferable products for use by students and staff:**
Our school supplies are purchased through major vendors like Amazon and Staples. Where possible, we purchase the green products offered by these vendors.

D. Alternative Transportation

17. **What percentages of your students walk, bike, bus, or carpool (2 or more students in the car) to and from school? Please explain how these numbers are obtained and calculated, and describe any improvement in this area over time.**
All field trips in the city are either walking or public transportation. About four families walk and/or ride bikes. Three of our faculty commute via bike. At least a quarter to a third of our student body (130 students) carpools to and from school. These estimates are made from daily observation of our intimate community as part of the pick up and drop off procedure. These numbers have remained relatively consistent during the pandemic, after initial steady growth in carpooling after our move in 2018 to our current facility.

18. **Describe the plans or strategies to increase the number of students walking and biking to school.**
Considering the nonresidential location of the school, the percentage of students walking to school is low and it will be difficult to increase that percentage over time. Some students bike to school when practical (i.e., no cello or violin required that day) and over 25% carpool. The local excursions and nature walks organized by the school, as part of our “expedition” learning philosophy, involve students walking several miles around the city.

19. **Has your school implemented any of the following? Check all that apply.**

☐ Designated carpool parking stalls.

☐ A well-publicized no idling policy that applies to all vehicles (including school buses).

☒ Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

🟦 Safe Pedestrian Routes to school or Safe Routes to School.

Describe activities in your safe routes program: Click here to enter text.

20. **Describe how your school transportation is efficient and has reduced its environmental impact:**
Our curriculum emphasizes public transportation and walking as part of our "expedition" learning philosophy.

21. **Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships:**
We have hosted a Chicago Transportation Authority program, in which a bus visits the school to demonstrate and teach students how to load their bicycles onto and off of bus bike racks.

Pillar 2: Improve the health and wellness of students and staff

A. Environmental Health

1. **Describe your school's Integrated Pest Management (IPM) program, including any certifications earned, routine inspections, pest identification, monitoring, record-keeping, and pest prevention activities.**
We use International Exterminator Company of Elk Grove Village, Illinois. They inspect monthly and treat the school as needed to ensure a pest and rodent free environment. The monthly log is available at the front desk.

2. **Describe the efforts or practices you have in place to minimize or eliminate the use of pesticides, both indoors and outdoors.**
International Exterminator Company minimizes the use of pesticides. Also, our landscaping is pesticide free.

3. **Describe the actions taken or the practices your school employs to minimize or eliminate exposure to the following specific hazardous contaminants (if applicable):**

    a. **Elemental Mercury**

    b. **Carbon Monoxide from fuel burning equipment or appliances**

    c. **Radon**

    d. **Chromated Copper Arsenate in wooden playground equipment**

    e. **Others (e.g., Lead, Asbestos or PCBs)**

    Items 3.a through 3.d are not applicable. With respect to item 3.e., asbestos is contained in floor tile which is sealed to ensure it is not airborne. Our latest environmental inspection report is available upon request.

4. **Describe policies and practices in place to promote security and life safety.**
We have a fire safety plan and shelter-in-place plan for faculty and students. We have an alarm system and camera system for security purposes. We have a smoke detector system for fire safety. It is tested annually.

5. **Describe actions your school takes to prevent exposure to asthma triggers in and around the school, such as animals in the classroom, sanitation, or other airborne contaminants.**
We maintain detailed and current records of all our students' allergies and triggers (not limited to asthma). But exposing our students to nature is an important aspect of our education. This can involve animals in classrooms. We take special care based on our records to ensure these efforts do not trigger known allergies.

6. **Describe actions your school takes to control and prevent leaks, moisture, condensation, and excess humidity; and to promptly cleanup mold or remove moldy materials when it is found.**
Our periodic inspections have not revealed any issues that need attention. We rely on our service provider, MM Cleaning Services Inc, to identify issues like mold and bring them to our attention for prompt action.

7. **Our school has installed local exhaust systems for major airborne contaminant sources.**
   ☐Yes ☒No

   If Yes, list the rooms with these features and their uses:
   n/a

8. **Describe your school's preventive maintenance program for the building's ventilation system, including unit ventilators to ensure it is clean and operating properly:**
   We have the boiler and unit ventilators serviced annually to ensure they are clean and working optimally.

9. **Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards, including any periodic measurements and record keeping:**
   The air conditioning units in each room use outside air to maintain temperature and ventilation. In addition, every classroom has 2 HEPA air filtration systems, which together have an Air Change per Hour (ACH) between 4 and 6. During thepandemic, we have also utilized open windows, when practical, to increase natural airflow in classes.

10. **Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action:**
    n/a

11. **Describe your green cleaning policies, equipment, products and practices, and green cleaning certifications or awards:**
    Our cleaning service, MM Cleaning Services Inc, cleans the UPWS facility with environmentally safe products and methods to ensure a safe and clean environment for the students and staff.

B. Nutrition and Fitness

12. **Does your school employ the programs below to promote nutrition, physical activity, and overall school health?**

    ☒ Participates in a Farm to School program or similar local food program.

    ☒ Our school has an on-site garden.

    ☐ Our cafeteria provides fresh meals daily with healthy choices for students.

    ☒ At least 50% of our students' annual physical education takes place outdoors.

    ☐ Health measures are integrated into assessments.

    Give details about programs and successes: See details provided in answers 13 & 14, below.

13. **Provide specific examples of actions taken which are innovative or unique practices and partnerships:**

(1) Our preschoolers and third graders cook from our permaculture gardens - the preschoolers harvesting and chopping to make their weekly vegetable soup. The third-grade students plant, care for, and harvest our permaculture gardens as part of the focused farm curriculum in that grade. This year, the third graders harvested carrots and green tomatoes, which they made into curried soups and stews. Third graders also harvested sunflowers, to save seeds for next year's plantings. (Refer pictures included.) (2) All of our children at UPWS get at least an hour of outdoor play each day. Also, our middle-schoolers go on regular walking expeditions, sometimes up to 10 miles in a day, with the city as their classroom. For example, the 7th grade regularly walks more than five miles to and from a historic community garden in Chicago's North Lawndale neighborhood, where they help community members restore and care for the garden. This year's 8th grade expeditions have focused on social history in our urban environment. For example, the class walked to the Zion Evangelical Lutheran Church and talked about Chicago's history of changing neighborhood populations and heard stories of immigration in American history. (3) About 25% of our families participate in a farm delivery program bringing regeneratively farmed foods to our community. A school family hosts this drop off for our community. The regenerative farming and grazing practices of these farms, among other benefits, combat climate change by rebuilding the soil's organic matter and restoring degraded soil biodiversity. This results in both carbon drawdown and improving the water cycle. Our families can order for weekly pickup.

14. **Describe how outdoor education, exercise and recreation are promoted within the curriculum and outside the classroom.**

Outdoor time and free play are central to a Waldorf education. These are prioritized at UPWS. Outdoor free play is a focus for the younger children, from the moment they enter Prairie Roots, Butterfly Garden, and Hummingbird Garden, and our early childhood/kindergarten programs. The little ones are always moving. They start the day with outdoor free play, followed by group movement and story time indoors. They then have outdoor movement later in the day in the nature space with access to natural material. Upon arrival at school, our grade school students gather in our play lot, where they also have recesses. Grade school students enrolled in aftercare also partake in certain aftercare activities in the play lot. This large lot was merely asphalt just 3 years ago. Now, roughly 60% of the lot is covered with: (1) a large, custom play structure constructed from reclaimed ash trees; (2) a large sandbox area; (3) a goat habitat; (4) wood chips donated by the City of Chicago's Park District that are layered and mounded to provide an organic, rolling, and textured space; and (5) trees and berms along the south, west, and northwest perimeter of the lot, providing areas for shade and climbing.
Outdoor education starts informally during early childhood and continues through 8th grade. The curriculum provides ample opportunity to explore, get muddy, and conduct experiments in nature. Starting in grade 2, the students have a formal movement class combining exercise and recreation. In the lower grades (2-4), much of the curriculum involves complex games of "tag," getting the students running and filling them with joy. In grade 5, the students train for and compete in a regional 5-event Pentathlon with other Waldorf schools; events include running, long jump, discus, javelin, and wrestling. They walk to an outdoor nature space to practice javelin. The event takes place at a YMCA camp in Wisconsin. In the middle school movement program, the students learn competitive sports such as basketball and floor hockey.
***Walking expeditions – Students typically walk (sometimes the middle school walks up to 10 miles in a day) with the city as their classroom, and they get to interact with nature or provide service.
***Goat care – Third grade has the responsibility of tending the goats, including providing them with fresh hay from a hay loft. The giggles and joy the goats provide adds to the wellbeing of the students and faculty involved. It positively affects them bio-chemically.
***6/7/8th grades often start their day tending the perma gardens and orchard. Health and wellness education come into the curriculum in the middle school. Students learn about body systems and discuss health (physical, mental, and emotional). They draw the systems, and teachers reflect with them on what constitutes health in each system. In 8th grade chemistry class, the students learn about macronutrients (fat, carbohydrates, protein) and how they build into our health scaffolding.
Our students and families are also encouraged to spend time outdoors on holidays and days off. The school

hosts weekly pot lucks in our play lot during the summer, where children can play and enjoy the extended summer days with one another, and our community festivals held on our playlot throughout the school year provide time and space for celebrating the seasons, socializing as a community, and mixed age free play.

15. **Describe efforts to improve nutrition, health, fitness of students and staff, highlighting innovative practices and partnerships:**
Every class starts the day (the first 20 to 45 mins.) in games, movement (yoga, folk dancing, poems with movement, developmental exercises) before the teacher brings them to being seated and learning. Learning often involves a healthy dose of movement as well. Sometimes they play a game of tag or run a few laps to really get the children moving. The formal movement education starts in 2nd grade. Our innovative practice goal of walking wherever possible helps improve fitness and stamina. Also, from a nutrition perspective, our families may order sustainable, locally grown, and regenerative farmers' organic and biodynamic food for delivery and pickup hosted at a family in the community.

C. Coordinated School Health, Mental Health, School Climate, and Safety

16. **Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues?**
☒ Yes ☐ No

If yes, describe the health-related initiatives or approaches used by the school:
We promote farm to table and healthy food habits through our urban gardening curriculum. We promote fitness both formally and informally by encouraging movement (indoor & outdoor) as discussed above. We promote general well-being derived from our students caring for plants and animals. Moreover, we believe that true well-being includes social-emotional health, as demonstrated in the following programs: (1) Three Streams of Social Support program, focusing on restorative justice techniques and social-emotional support throughout our school programs, with faculty working with the students and families; (2) Board-led Diversity, Equity, Inclusion, and Justice Team, holding the school accountable for supporting equitable classroom practices and equitable policies; (3) Annual SEED small groups to grow diversity, equity, and inclusion awareness and cultural humility within our community, faculty, administration, and board.

17. **Does your school partner with any outside institutions, businesses, clubs, nonprofit organizations, or community groups to support student health and safety?**
☒Yes ☐No

If yes, describe these partnerships:
In addition to the groups described herein, UPWS recently partnered with a consultant affiliated with a major research university to obtain a diversity, equity, inclusion, and justice audit. This audit will provide an assessment as to where UPWS stands on its path to ensure its students and stakeholders experience equity at UPWS.

18. **Describe your school's curriculum content for student health and fitness as well as its applied learning:**
Movement is of great importance in Waldorf education. All students from 2nd grade on have formal movement class, in which they get exercise, and learn games, teamwork, and how to be "good sports." In addition, the 2nd and 3rd grades begin to take care of the goats and other animals (including a tortoise) to develop a sense of what it takes to care for other living beings. They also garden regularly, which promotes empathy and emotional well-being. The 3rd grade harvested the last of the garden and prepared it for winter by layering cut stalks and stems with compost, thus learning about maintaining healthy soil. In 4th grade the children learn about local

geography. They discuss the prairies, native plants and their deep roots, the disappearance and reestablishment of the buffalo, etc. The 5th grade trains for their pentathlon, described above, and also formally studies botany, healthy soil, and fungal networks. Their teacher spends 1.5 months with them working on morning movement outdoors, and they work in the permaculture garden/orchard, removing grass, mulching. The 6/7/8th grades also work in the perma garden for a month. Our 7th and 8th graders also walked miles to the historic "Slumbusters" Garden in Chicago's West Side North Lawndale Neighborhood and learned about themes of equality, sustainability, and community-based design. And as discussed above in B.14, these children learn about the body systems, physical, mental, and emotional health, and – for our 8th grade students – macronutrients and their importance to our health.

Pillar 3: Effective Environmental Literacy

A. School Culture of Sustainability

1. **Describe what *sustainability* means to your school or district in particular. How is sustainability included in your mission to educate students?**
   Sustainability is integral to Waldorf education. The sustainability definition we use at UPWS is: "Sustainability focuses on meeting the needs of the present without compromising the ability of future generations to meet their needs." The key sustainability themes in UPWS' vision and mission form the basis of our sustainability charter. Highlighted below in green are the areas where our mission connects our work and our teaching with the future of our planet. Core to our teaching is instilling agency in our students, so they become agents of change. -- **Mission:** Urban Prairie Waldorf School educates children by: Awakening a love of learning; Encouraging reverence and wonder in the world; Nurturing the capacity to impart purpose and direction to their lives. **Vision We envision Urban Prairie Waldorf School at the leading edge of Waldorf education in America. We innovate on the ideas of Rudolf Steiner and contemporary pedagogical philosophy. Our school is a magnet for seekers and doers, who build a close-knit community that is diverse yet connected by shared ideals. We strive for ecological and societal awareness. Our teaching contains the seeds for social transformation.

2. **What role has the administration played in the culture of sustainability at your school?**
   Because nature, sustainability, and outdoor play and education are so interwoven in Waldorf education, the UPWS Administration has been an active driver of our sustainability culture since the school's founding 11 years ago. The Administration encouraged and provides supportive leadership to the Sustainability Committee/Green Team and the Urban Gardening Program. It implements and oversees many of the key initiatives of those groups. And it publicizes those developments to our community. It promotes our culture and goal of minimal-waste lunches, encourages families to bring reusable dishes and silverware to our community gatherings, and leads our community celebrations, which often highlight our sustainability advancements – such as our garden or playlot improvements, or our "Solarbration", which kicked off our 2021-2022 school year by recognizing our newly-installed solar array.

3. **What practices, working groups, or committees does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken.**
   The school has a Sustainability Committee/Green Team (board members, staff/faculty and parents) and an Urban Gardening Program. The Sustainability Committee advances the goals embodied in UPWS' sustainability charter and sets the sustainability priorities for UPWS. Administration handles the execution of some of the key initiatives prioritized in the charter and informing our community of those initiatives. Notably, the Urban Gardening Program has been folded into the regular activities and curriculum of the school and the summer camp program. The gardens are cared for by students and summer camp participants with the faculty facilitating the process. We also host regular volunteer opportunities for community members to help tend the gardens and school grounds. Some recent successes include: (1) Obtaining a grant for, and installing, a three-panel solar array, powering one UPWS classroom and allowing students to learn about energy generation and savings resulting from the array (2021); (2) Obtaining a

mini-grant through the Illinois Green Alliance to build a wine barrel water pump to be installed this spring in our Early Childhood garden, which will help teach the children about how water can be collected, stored, and reused with the help of a pump (2022); (3) Obtaining a grant for, and implementing, a full-facility lighting retrofit (LED lights), resulting in an average monthly reduction in energy use of 63% as compared the same period in 2020 (2021); (4) Completing the second phase of our playlot "greening," with berms constructed around the perimeter of the lot, and 30 shrubs and trees planted therein (2020); (5) Creation of our sustainability charter (2019); (6) Completion of energy efficiency assessment leading to retrofit for proposal to reduce energy usage by up to 75% (2019); (7) Perma culture gardens and Orchard, which implement composting (2019 to present); (8) Goat habitat, also implementing composting (2019).

4. **Does your school have a green team, garden club, or a community green committee on sustainability? Who participates? What kinds of project or activities do they undertake? What roles do they play in the school?**
   See answer #3, above, for a description of our Sustainability Committee/Green Team and Urban Gardening Program. Participants are board members, parents, administrators, faculty, and staff. Students participate in the activities too. For example, for our 2022 Illinois Green Schools Project, the wine-barrel water pump, middle-schoolers will make parts for, and help build and install the barrel and pump in the Early Childhood Garden. We have also described elsewhere in this application how our students participate in the care of our gardens and our goats. Additionally, our students, particularly the 7th graders, are now learning about how solar energy works through our solar array and the website tracking its energy production (Urban Prairie School (enphaseenergy.com)). Community members also contribute to our garden and grounds care during volunteer events.

5. **Describe other ways your school integrates sustainability into daily habits and culture of the school's staff, volunteers, students and community (e.g., recycling days, no bottled water, murals, themed events, virtual backpacks, etc):**
   The school encourages, among other practices: (1) Reusable water bottles, most children and staff bring their own each day; (2) reusable containers for lunches and snacks; (3) reusable picnic gear (plates, bowls, utensils, etc.) at community events; and (4) substantial and nutritional lunches that limit sugar and juices. Also, in addition to external composting of our garden and goat bedding materials, UPWS also uses a compost pick-up service for compostable materials generated in the building (e.g., food scraps). UPWS also organized our first annual "Solarbration" in September of 2021, to kick off the school year with an emphasis on our new solar array, the related educational benefits, and our sustainability goals. Additionally, our successes and practices are communicated to our community through weekly administrative updates.

6. **Any other school practices, visions, projects, plans or information you want to include to showcase the environmental work your school has achieved?**
   We are currently communicating with renewable electricity providers to explore a community solar subscription, and we anticipate obtaining an assessment in 2022 to explore rainwater harvesting.

B. Curriculum and Pedagogy

7. **Does your school have a written definition and requirement for environmental literacy? Is there an assessment required?**
   We do not have a definition or assessment required for "environmental literacy" separate from our definition of "sustainability," set forth above. We look at the curriculum holistically with sustainability as a key outcome. Our actions described herein actively engage students, staff and community, to promote a culture of sustainability by:

   - Creating an environment that cares about, prioritizes, and reinforces sustainability
   - Encouraging ecological curiosity, awareness, reverence, and agency

- Emphasizing the practice of sustainable, responsible actions and behaviors
- Planting the seeds of sustainable social transformation.

8. **How does your school use sustainability and the environment as a context for learning STEM? How is sustainability and the environment incorporated into the curriculum in all areas?**

42% of Waldorf graduates go on to major in science and math. This is significantly more than the national average. Science is central to the Waldorf curriculum, and the lessons begin in 1st grade. From the start, students are immersed in the scientific method of observation, measurement, experimentation, and testing and modifying hypotheses. In 1st grade, the science lessons begin with the art of keen observation, a dying skill in this hurried society. The children's first lesson in observation is to step away from subjectivity. Another central tenet of the science curriculum is the inspiration of wonder. As Rachel Carson noted in her book, *The Sense of Wonder*, childhood is the time to prepare the soil for wonder. Once the student observes an object with interest, curiosity, and awe, then they strive to gather as much knowledge as possible about the subject. This is constantly reinforced in the STEM curriculum for every grade:

1st and 2nd ● Nature studies ● Observation of the weather and environment	6th ● Geology ● Astronomy ● Physics: acoustics, heat, light, magnetism, static electricity
3rd ● Role of ecosystems in determining shelters	7th ● Chemistry: combustion, chemical transformation ● Physiology: 9 systems, nutrition, first aid ● Astronomy ● Physics: light, magnetism, static and current electricity, mechanics ● Business math: Study of the installation and tracking of our solar array
4th ● Farming and gardening ● Zoology	8th ● Chemistry: organic chemistry, metals, gasses, solids ● Physiology: bones, muscles, the ye, body chemistry ● Physics: acoustics, heat, meteorology, hydraulics, aerodynamics
5th ● Farming and gardening ● Botany	

9. **How does your school use sustainability as a context for learning green technologies and/or career pathways?**

The current curriculum and its build-up over K through 8th grades, which includes gardening, composting, woodworking, and now solar energy, sets the stage for pursuing green education and career choices. However,

because UPWS is a K through 8th grade school, career pathways have not been a focus for the school.

10. **Describe students' outdoor learning experiences at multiple grade levels. How do they support curriculum content?**

We believe the first step in learning about natural sciences is for the students to learn how to observe their surroundings in the outdoors. From the earliest ages our students' attention is called toward the seasons and the weather, to begin to develop the observing eye that will later serve them in the sciences. This is also where children develop the "reverence and wonder" that is part of our mission, which builds into stewardship in the later grades. 1st grade teachers tell nature stories and take nature walks to promote observed and experiential learning and a realistic depiction of nature. E.g., they observe how colors in a season change and then draw these changes in their lesson books. 2nd and 3rd grade take care of animals and get a real sense of what it is to care for them. They also get to see the outputs, such as how much milk comes from a goat. Focused, end-to-end projects also demonstrate implicit sustainability, e.g. in their handwork class, dying and processing wool into a finished product. This helps them understand the amount of work involved in these activities. 4th grade local geography includes learning about the prairies, native plants and their deep roots, and the disappearance and reestablishment of the buffalo. 5th grade formally studies botany, healthy soil, and fungal networks. Their teacher spends a month and a half with them working on morning movement outdoor. They contribute to the health of the perma culture garden/orchard by removing grass and mulching. Our Food Forest will invite neighborhood pedestrians to enjoy picking from our gardens, in an area where gardens remain limited. 6/7/8th grades continue similar work in the perma-garden for a month, and 7/8th grades contribute to the North Lawndale Community Garden. Health and wellness education also enters the curriculum in the middle school. Students learn about body systems and discuss health (physical, mental, and emotional). They draw the systems and the teachers reflect that back to health. Also, in chemistry, the 8th grade studies macronutrients (fat, carbo hydrates, protein) and how they build into our health scaffolding. In addition, nature walks and weekly excursions/expeditions are key elements of instruction and learning at UPWS.

11. **If applicable, describe how the school grounds are devoted to environmental education uses:**

School Garden/Permaculture orchard: Every grade has had a project associated with the school garden/perma-culture orchard (e.g., 3rd Grade gardening/composting, grades 1 and 2 help with wood chips in the garden). The east/front landscaped lawn space is replaced with native prairie plants and annual/seasonal gardens as reference for 4th and 5th graders as they learn about local geography and native plants as part of their curriculum. Goat habitat: The school converted its dumpster cage into a goat habitat. The goats (their care, their produce, etc.) have been incorporated into educational curriculum to create awareness and empathy. Play area transformation: The transformation of this lot has been one of the many keys to UPWS being able to remain open during the pandemic, as our children spent even more time using this lot since 9/2020 than in prior years. Originally an asphalt playlot, UPWS has completed significant steps in its long-term architectural transformation of this lot. With past assistance from Gensler, and current assistance from Christy Webber, UPWS is implementing sustainable design on this lot. We raised over $100,000 during the pandemic specifically for phase 2 implementation work, which has included constructing soil and wooden berms on which the children can play and find shade under 30 newly planted trees and shrubs, and the early constructions of our Hügelkultur-inspired mounds. Key highlights for this playlot have been described in detail in Response 8, in Section I.A.

C. Community Involvement

12. **Describe how your school promotes student and teacher engagement with the community and civic involvement outside the school? Have there been green themes to their work?**

UPWS promotes frequent excursions, as described in this application, during which our students engage with the community. Our students have visited retirement communities to discuss civil rights, they have visited Chicago alderpersons to discuss our local political system and issues the students see in their communities. Also as described, at answer 5 in this section, and elsewhere in this application, we have partnered with the North Lawndale Community Garden. Our 8th graders are currently studying the history of voting rights in the U.S., part of a year-

long US History program focused on civics.

13. **Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships:**
We have partnered with our Illinois Green Schools mentor, Siemens, for advice with respect to obtaining a grant for the installation of our new solar array. We have partnered with sustainable architects at Christie Weber for our playlot, local nursery CJ Fiore for native plants, the Chicago Bureau of Forestry, and Gensler. In addition, UPWS relied on our Waldorf network partners and resources to obtain the grant that made our successful energy retrofit possible. We also use external resources like the Center for Green School's Whole School Sustainability Framework.

14. **Describe how your school shares environmental education or sustainability events with other schools or organizations?**
UPWS is participating in the 2021-2022 Illinois Green Schools Project (IGSP) program, run by the Illinois Green Alliance. UPWS has participated in a number of IGSP online meetings this year and is looking forward to the spring celebration event, at which participating schools will share their projects. Additionally, as a Waldorf school, Urban Prairie leverages and contributes to the broader Waldorf network and resources, particularly via the Waldorf schools in the Mid States Shared Gifting Circle, which grant-funded our lighting retrofits. And as mentioned, UPWS has recently partnered with an organization to revitalize a historic community garden in North Lawndale.

D. Professional Development

15. **In your required staff professional development for all teachers, is sustainability education or environmental education training included? If so, please describe what this entails.**
Specific sustainability training is not directly included or required currently. But again, sustainability is interwoven into Waldorf education and is essential to so much of what we do at UPWS to educate the whole child, and raise people who are "doers", willing and able to take responsibility and be stewards. This is reflected in, part in faculty leading elements of the curriculum discussed herein, including with respect to care for our gardens and our goats, and learning how such practices support sustainability along with energy consumption and generation practices, including solar sources.

16. **What workshops or professional development events have your teachers attended themed around environmental topics?**
Our aftercare teacher is undertaking the Green Classroom Professional certificate program. Our Summer Camp/Operations Coordinator participated in the Illinois Clean Energy Solar Workshop and developed summer programming on solar ovens to make solar s'mores.

17. **Have your teachers or staff earned any certifications in environmental education? What kind have they earned?**
See Response 16, above.

18. **Have any of your teachers or staff received any awards related to environmental education?**
n/a

19. **Do any of your teachers or staff hold environmental education related volunteer positions or memberships?**

☐ Environmental Education Association of Illinois
☐ North American Association of Environmental Education
☐ Children and Nature Network

ILLINOIS GREEN RIBBON SCHOOLS APPLICATION

- ☐ Northern Illinois Nature Preschool Association
- ☐ Chicago Wilderness
- ☐ Local environmental related clubs

Supporting Materials

Attach a <u>minimum of three photos</u> and a <u>maximum of five photos</u> with your application. Please save your photos using descriptive language. For example, "Students conduct water quality tests in outdoor classroom with science majors from nearby university x" would be more helpful than "Photo 1." **Photos should be action shots, not posed.** By sending these photos, you are giving Illinois Green Alliance and the U.S. Department of Education permission to use them.

Please provide a brief description (300 characters) for each:

Image 1: Students walked to and assist at North Lawndale Community Garden, 2021.

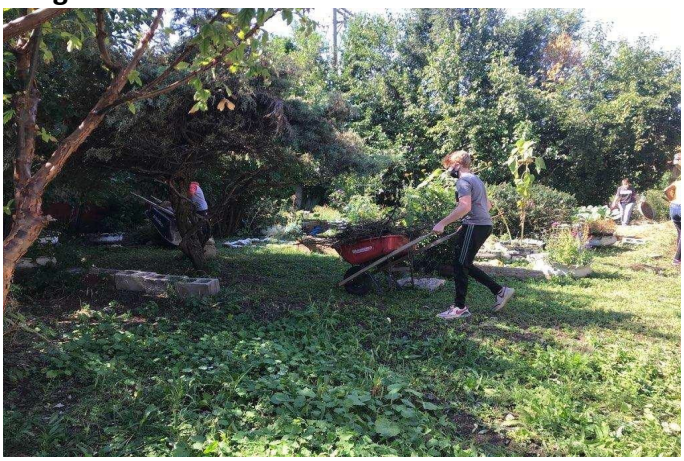


Image 2: Students tending the goats in the habitat, 2021.

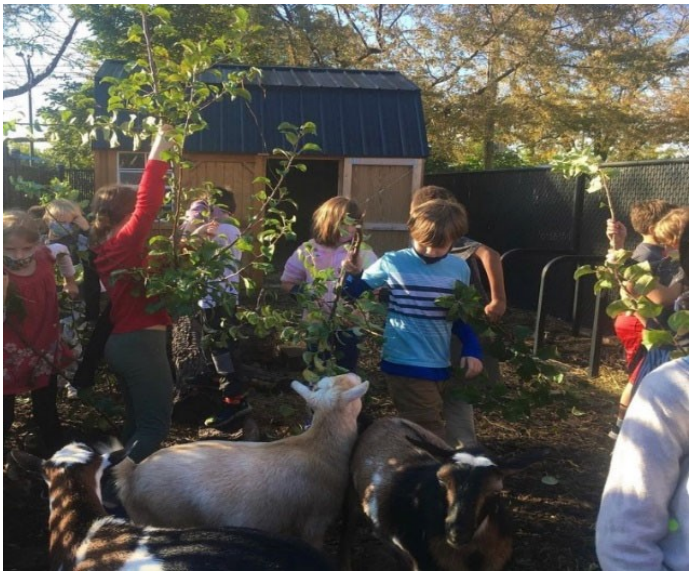


Image 3: Third grade garden harvest.

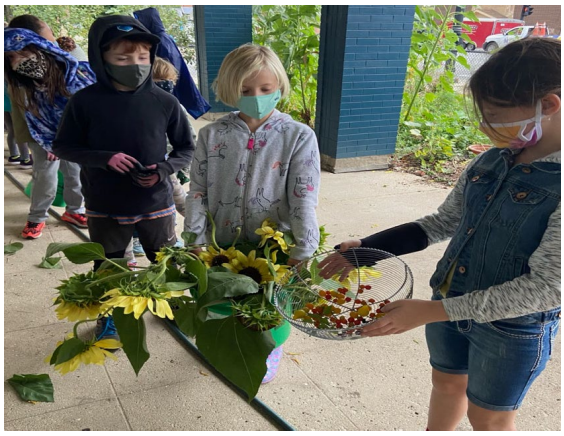


Image 4: Freeplay on woodchip mounds in playlot.

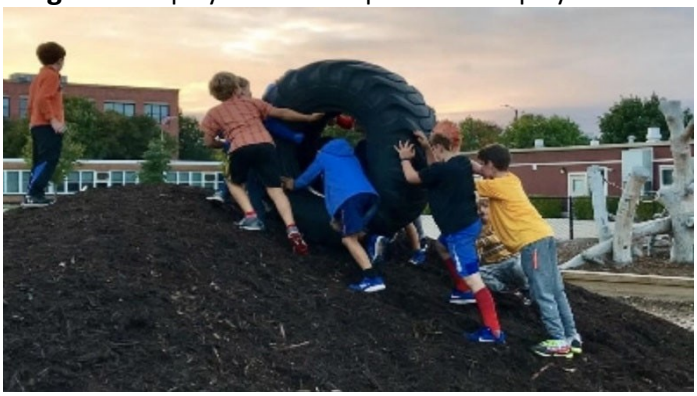
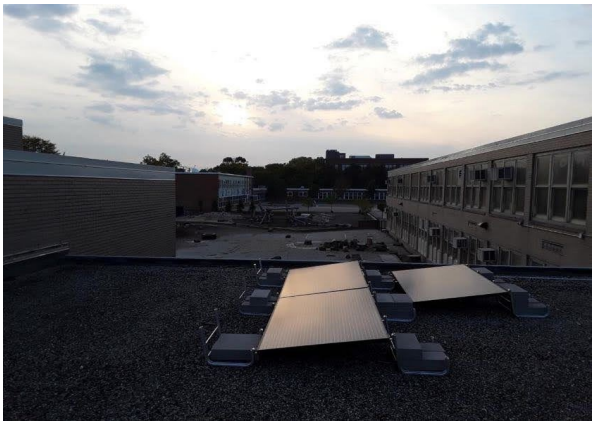


Image 5: Solar Array installed in 2021.



Submit Your Application

Applications must be received by 5:00 PM on Monday, January 10, 2022. Applications are being collected by the Illinois Green Alliance on behalf of the Illinois State Board of Education (ISBE). *Applications should be no longer than 18 pages.*

For an application to be considered, it must be **submitted via email** to info@illinoisgreenalliance.org. Submittals via other methods will not be accepted.

Questions? Contact Illinois Green Alliance at 312-245-8300.