

=====Board Action Summary=====

An Outline of the Board of Education Member District 3 & Student Member of the Board's Recommendations to the Board of Education

New Program: Yes X No

Modified Program: Yes No X

Subject: Prince George's County Board of Education, Climate Change Action Plan (CCAP) Focus Work Group Proposal

Overview

The 2018 Intergovernmental Panel on Climate Change (IPCC) Special Report found that limiting global warming to 1.5°C above pre-industrial levels by 2100 would require human-caused emissions of carbon dioxide (CO₂) to fall by about 45 percent from 2010 levels by 2030 and reach 'net zero'. In 2018 the Fourth National Climate Assessment developed under requirements laid out by the Global Change Research Act of 1990 found that under business as usual circumstances global warming would increase by 5.0°C by 2100.¹ This is the world a current fifth grade student would live in if they live to the age of ninety. Under these business as usual conditions Prince George's County can expect to see substantial flooding in Fort Washington, up to sixty 90°F or greater temperature days (Prince George's County currently experience about twenty five), increases in deadly ozone and fine particulate air pollution levels, among other negative consequences that will directly impact the ability for future generations of students to thrive academically.^{2,3}

While this may seem grim, action is being taken by states, cities, counties and school systems throughout the United States and in many other countries, and the Prince George's County Board of Education has the opportunity to take action in regards to its operations. Prince George's County government has already taken steps to reduce its footprint including adoption of a county-wide climate action plan in 2012 and signing on to the "We Are Still In" pledge to meet Paris Climate goals.⁴ Additionally, the Prince George's County Council established The Prince George's Climate Action Commission

¹ <https://nca2018.globalchange.gov/chapter/2/>

²

<https://coast.noaa.gov/slr/#/layer/slr/6/-8462011.540870793/4660244.995976989/11/satellite/none/0.8/2050/interHigh/midAccretion>

³ <https://www.nytimes.com/interactive/2018/08/30/climate/how-much-hotter-is-your-hometown.html>

⁴

https://www.wearestillin.com/signatories?title=&field_sector_target_id=12&field_public_value=All&field_address_administrative_area=MD&geolocation_geocoder_google_geocoding_api_state=1

with Council Resolution CR-07-2020 to develop a Climate Action Plan for Prince George's County in order to prepare for and build resilience to regional climate change impacts and to set and achieve climate stabilization goals. The group consists of sixteen members. The Commission's activities begin with the preparation of a draft plan, an initial update on proceedings by November 30, 2020, and culminate with a final report by September 2021 (when the Commission expires). PGCPS employee Donald Belle, Classroom Teacher at the William S Schmidt Environmental Center represents PGCPS on this Commission.

Actionable, cost-effective solutions currently exist to reduce energy used by buildings and transportation managed by the Prince George's County Public Schools (PGCPS), generate renewable onsite power at buildings, replace infrastructure and vehicles with zero emissions alternatives, and reduce food-related greenhouse gas emissions, among other solutions. These solutions also will become even more readily available and cost-effective in the ensuing years. These solutions also have ancillary benefits from the possibility of being used to train future generations of vocational students on the latest technologies, to creating grid independent community emergency locations, to reducing the impacts of air pollution and unhealthy food both of which impair students' education outcomes. PGCPS can have a particularly meaningful impact due to the large number of buildings it owns, vehicles it runs, and students it educates.

In order to take advantage of these solutions that will both reduce the impact of the educational system on our climate, reduce long term operational costs, and improve the indoor environment in which the students learn, a Focus Workgroup is to be formed to develop a Climate Change Action Plan (CCAP) for PGCPS.

Problem Statement

At this juncture, PGCPS does not have a specific energy or climate change policy in place. Given that PGCPS needs to have and implement such policies in order to meet the climate goals necessary to stave off the worst of climate change, ensure a healthy learning environment for students, and reduce operating costs, such a plan must be developed. It would also be in line with the climate goals that Prince George's County Council accepted with committing to the "We Are Still In Pledge." Creation of a CCAP Focus Work Group will allow for decision makers, experts, and affected persons to collaborate on a plan that ensures that PGCPS meets climate targets, better the health of the students and personnel, reduces costs, and shows that PGCPS is a leader in Maryland and throughout the nation. The plan will also educate and influence the

primary funders of PGCPS, the Maryland General Assembly and Prince George's County Council.

PGCPS is one of the twenty largest school systems in the nation with approximately 136,000 students and an annual budget of \$2.1 billion. PGCPS manages 207 educational facilities, plus many other administrative facilities, and has approximately 19,000 employees. As of December 2020, 131 of the schools in the systems have been certified under the Green School program. These traits give PGCPS a great opportunity to make a meaningful difference in terms of the climate impact it has as it undertakes its mission to educate the large diverse student body in Prince George's County.

Purpose

Prince George's County and its Public School System can become a national model for developing and implementing a Climate Change Action Plan. Relatively few school systems in the United States have a Climate Change Action Plan in place, and many of them are in California, which faces different climate conditions than the Eastern United States. The CCAP Focus Work Group will provide programmatic and administrative policy and technological, operational, budgetary, and resource allocation recommendations to the Board of Education for consideration, adoption and implementation to address this issue.

Mission

The mission of the Climate Change Action Plan Focus Work Group is to study current operations practices in PGCPS and examine national/international best practices to provide policy and budget recommendations to the Board of Education. There are several areas that need to be dealt with in order to have a comprehensive Climate Change Action Plan:

1. Building Construction, Maintenance, and Operations;
2. Electricity;
3. Transportation;
4. Food/Food Waste;
5. Materials and Waste Cycles;
6. Storm Water and Land Management; and
7. Education and Awareness

The CCAP Focus Workgroup will also collaborate with the Prince George's Climate Action Commission to achieve these goals.

The CCAP Focus Workgroup will also ensure that the conversion to new technologies and implementation of policies is done equitably throughout Prince George's County and in consultation with any affected stakeholders.

The workgroup will draw upon climate change action plans developed for other entities, while keeping in mind different climatic issues they may face, as well as climate change action plans developed for county governments.

Sub-Mission I: Building Construction, Maintenance, and Operations

The CCAP Focus Workgroup will provide recommendations on approaches to replace in-use technologies used to power, heat, ventilate, and cool buildings with zero on-site emissions alternatives. The CCAP Focus Workgroup will examine the costs of different technologies, various financing options, and whether assets can be used to financially benefit PGCCPS when not in use for their primary purpose.

All of these efforts should be undertaken with the overarching goal of eliminating all greenhouse gas emissions from building energy consumption.

Sub-Mission II: Electricity

The CCAP Focus Workgroup will provide recommendations on how to eliminate the use of electricity produced through the burning of fossil-fuels. This can include, but is not limited to, the installation of onsite solar, purchase of clean energy through power purchase agreements, and the reduction in demand. The CCAP Focus Workgroup will examine the costs of different technologies, various financing options, and whether assets can be used to financially benefit PGCCPS when not in use for their primary purpose. CCAP Focus Workgroup should also examine ways for PGCCPS to act independently from the grid during emergencies.

All of these efforts should be undertaken with the overarching goal of eliminating all greenhouse gas emissions from electricity use.

Sub-Mission III: Transportation

The CCAP Focus Workgroup will examine how to convert gas/diesel powered vehicles and equipment to zero emissions alternatives. The CCAP will also make recommendations on approaches to optimize bus routes, keeping in mind the needs of zero emissions alternatives. The CCAP Focus Workgroup should also examine ways in

which to encourage staff and students to travel to school through carbon free or carbon-reduced means.

All of these efforts should be undertaken with the goal of eliminating all greenhouse gas emissions from transportation.

Sub-Mission IV: Food Waste & Climate-Friendly Food

The CCAP Focus Workgroup should examine ways to eliminate landfilled food waste. This effort should include looking at ways to reduce food that enters the waste stream and alternative disposal means to landfilling for the food that does enter the waste stream, such as composting.

Additionally, the CCAP Focus Workgroup should look at approaches to reduce the carbon footprints of food brought into and prepared by the school system. This can include examining ways to reduce wasted food, reduce food packaging, and rely on lower carbon footprint foods.

All of these efforts should be undertaken with the goal of eliminating food-related emissions through reducing food waste and shifting to plant-rich menus.

Sub-Mission V: Materials and Waste Cycles

The CCAP Focus Workgroup will look at ways to reduce waste related to school operations and increase recycling of materials that are still needed.

All of these efforts should be undertaken with the overarching goal of reducing greenhouse gas emissions from the life cycle of materials needed to maintain functioning school processes.

Sub-Mission VI: Storm Water and Land Management

The CCAP Focus Workgroup will examine approaches necessary to improve grounds management to reduce impact on the climate of maintenance and adapt schools to the already changing climate. This will include looking at approaches to reduce the impacts of stormwater on school properties, ensure assets are safe from flooding, increase tree and native plantings, naturalizing playing fields, and reducing property that requires mowing.

All of these efforts should be undertaken with the overarching goals of reducing the need for fossil fuels for grounds maintenance, increasing the resilience of schools

properties to flooding and storms, and, if calculable, increasing the carbon sequestration of school properties.

Sub-Mission VII: Education and Awareness

Finally, the CCAP Focus Workgroup will explore approaches to integrating the goals of the CCAP into the curriculum. This should include integration into aspects of education at every grade level and in a variety of subjects. There should also be integration of learning of specific technologies into the STEM and vocational education programs. Finally, the CCAP Focus Workgroup should look at ways to educate parents, staff, and others in regards to ways that climate impacts their interactions with the school system.

All of these efforts should be undertaken with the overarching goals of allowing PGcps students to learn from our innovative approaches to tackling the climate crisis and allowing PGcps to serve as an example in the state of Maryland and throughout the United States.

Specific Goals of CCAP

Overarching Goals:		
	Goal	Division
1	Aligns all approaches with the timeframes outlined in the implementing resolution.	n/a
2	Explores financing options, specific to each goal, including, but not limited to grants, state funding, and, public/private partnerships.	COO/SS/CPD CFO
3	Examines of government structures, including hiring of new positions, within PGcps, to facilitate the implementation of the final plan.	CHRO
4	Considers which policy options are most cost effective.	COO CFO
5	Approaches to offset any greenhouse gas emissions that are still required for successful school operations.	COO CFO
6	Leads to implementation of a plan in an equitable fashion throughout Prince George’s County.	

7	Is developed in collaboration with stakeholders affected by the transition to new technologies and policies.	COS/CP COS/PRI
8	Considers how these goals interact with other environmental goals in the State of Maryland and in Prince George’s County, both specific to the schools (e.g., Green Schools Agenda) and more generally (County Climate Action Plan, Maryland climate goals).	COS/GC
9	Recommends needed legislative changes in the state of Maryland and Prince George’s County to increase effectiveness of PGCP’s program.	COS/GC

Sub-Mission I - Building Construction, Maintenance, and Operations:

	Goal	Division
10	Results in replacement of fossil fuel powered heating, ventilation, and air conditioning (HVAC) systems, water heaters, and other fossil-fuel powered systems to systems powered only by electricity (e.g., electric heat pumps, geothermal systems).	COO/SS/CPD
11	Evaluates energy saving measures such as, but not limited to, improvements in lighting, electric appliance replacement, and building envelope improvements.	COO/SS/CPD COO/SS/BS
12	Examines approaches to better use roof space to achieve energy goals, including but not limited to installation of solar panels, reflective painting, or green roofs.	COO/SS/CPD
13	Recommends how to reduce the impact of rising heat and humidity on indoor mold.	COO/SS/CPD COO/SS/BS
14	Recommends on changes to policies that reduce unneeded energy consumption (e.g., lowering indoor air temperatures, turning off lights when rooms are not occupied).	COO/SS/BPD
15	Considers the goals and impacts of the Built to Learn Act of 2020.	COO/SS/CPD

Sub-Mission II - Electricity:

	Goal	Division
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16	Results in conversion of all electricity consumed by PGCPS and produced offsite to 100% clean energy purchase agreements or other mechanisms.	COO/PS
17	Results in a plan for onsite solar installations on appropriate buildings and other structures.	COO/SS/CPD
18	Recommends how to integrate onsite batteries for backup power.	COO/SS/CPD

Sub-Mission III - Transportation:

	Goal	Division
19	Leads to replacement of all school buses, other vehicles, and nonroad equipment (e.g., lawnmowers) with zero emissions alternatives.	COO/SS/TD
20	Recommends approaches for route changes and, if necessary, alternative approaches to vehicle storage to facilitate adoption of zero emission vehicles.	COO/SS/TD
21	Examines approaches to increase walking and biking to school.	COO/SS/TD
22	Includes opportunities for staff and other visitors to reduce the carbon footprint of traveling to schools, including installation of EV charging stations and bicycling storage and advocacy for offsite bicycling infrastructure	COO/SS/TD
23	Recommends approaches to ensure compliance with all state anti-idling regulations.	COO/SS/TD
24	Considers use of bi-directional electric vehicle batteries as an additional funding mechanism and alternative backup power supply.	COO/SS/TD COO/SS/CP

Sub-Mission IV - Food Waste & Climate-Friendly Food:

	Goal	Division
25	Leads to the elimination of landfilled food waste, including through increased composting and waste reduction.	COO/SS/FSD

26	Lowers the carbon footprint of food served in schools by shifting to more climate-friendly menus.	COO/SS/FSD
27	Reduces the external waste associated with food packaging, production, and serving in schools.	COO/SS/FSD
Sub-Mission V - Materials and Waste Cycles:		
	Goal	Division
28	Reduces waste associated with packaging of non-food items.	COO/PS
29	Reduces the need for paper use and increases the recycling of paper used.	COO/PS
Sub-Mission VI - Storm Water and Land Management:		
	Goal	Division
30	Introduces stormwater retrofits for existing buildings and stormwater mitigation for new buildings that consider the impacts of climate change.	COO/SS/BSD
31	Involves the use of tree canopies to provide for stormwater benefits, reduced energy consumption, and be resilient in climate change.	COO/SS/BSD
32	Includes alternative approaches to manage grounds to increase native plantings, decrease the need for mowing, and rely on natural playgrounds and sports fields.	COO/SS/BSD
Sub-Mission VII - Education and Awareness:		
	Goal	Division
33	Incorporates sustainability educational opportunities for students of PGCPs in at all grade levels and in a variety of subjects.	CAO/C&I
34	Provides specific educational opportunities for students of PGCPs in the STEM and vocational fields to learn from implementation of the recommended technologies.	CAO/CTEP

35	Relates the SCAAP goals to the goals outlined in the Blueprint for Maryland (Kirwin Commission) recommendations, when possible.	CAO
36	Explores opportunities to increase behavioral changes with staff to reduce the impact of their commutes and other work related activities.	CHRO
37	Explores educational opportunities for the greater school community on individual efforts that can be made to reduce environmental impact (e.g., walking to school, no vehicle idling, healthy low impact lunches, changes in lifestyle choices at home).	COS/CP

In Summary

Sub-Mission	Task
Overarching Goals	Funding and Financing Opportunities
	Governmental Structure
	Cost Effectiveness
	Offset Purchasing
	Equity
	Stakeholder Outreach
	Interaction with Other Policies
	County Council/Maryland General Assembly Asks
Sub-Mission I: Building Construction, Maintenance, and Operations	HVAC/Water Heater/Cooking Equipment Replacement
	Energy Saving Facility Improvements (Lighting, Appliance Upgrades, Building Envelope)
	Roofs (Solar Installation, Reflective Paint, Green Roofs)
	Battery Backups and Storage
	Mold, Heat, & Humidity Concerns
	Energy Saving Policies
	Built to Learn Act Funding
Sub-Mission II:	PPA for Wind (offsite)

Electricity	PPA for Solar (offsite)
Sub-Mission III: Transportation	Vehicle and Equipment Electrification
	Route Changes
	Walking/Biking to School
	EV Charging and other Commuting Improvements
	Anti-Idling
	Vehicle Battery to Grid (Storage)
Sub-Mission IV: Food/Food Waste	Reduced Food Waste and Composting
	Lower Carbon Diet
	Reduce Food Packaging Waste
Sub-Mission V: Materials and Waste Cycles	Materials Reduction (plastics, packaging, printing)
	Maximize recycling (paper)
Sub-Mission VI: Storm Water and Land Management	Stormwater Improvements
	Tree Planting
	Grounds Improvements & Native Planting
Sub-Mission VII: Education and Awareness	K-12 Education Integration (All Subject Areas)
	STEM and Vocational Educational Elements
	Kirwin Commission Educational Relationships
	Staff Education/Behavioral Changes
	Broader Community Education

Structure of the CCAP Focus Work Group

The Mission of the CCAP Focus Workgroup is quite expansive. Additionally there are areas where expertise is needed that may not be relevant across the board. As a result the CCAP Focus Workgroup will begin as a whole to work on the overarching areas that touch on all of the sub-missions, then break off into sub workgroups to resolve approaches to the sub-missions, then reconvene to put compile the results of the sub workgroups and finalize the CCAP. As a result a chair will be needed for the entire CCAP Focus Workgroup, as well as Workgroup Leads for each of the individual sub-missions.

Members of the CCAP Focus Work Group

The following people should be represented in the CCAP Focus Workgroup, though people can often represent multiple perspectives. All Focus Workgroup members should live or work in Prince George's County, though exceptions can be made for subject matter experts if none can be found from within Prince George's County that meet the goals of the Focus Workgroup and this geographic requirement. Given the potential size of the workgroup, a facilitator should also be chosen.

1. PGCPS Environment Programs Leader & Teacher
2. Current PGCPS High School Student(s)
3. Prince George's County Board of Education Members (2 members)
4. Maryland Assembly Legislator
5. Prince George's County Council Member
6. Zero Emissions Buildings Expert
7. Zero Emissions Vehicle Expert
8. Green Capital Projects Expert
9. Food Systems Expert
10. Stormwater Management and Landscaping Expert
11. Capital Improvement Project Director, or Designee
12. Building Operations Director, or Designee
13. School Transportation Director, or Designee
14. PGCPS Labor Partner Representative
15. Local Climate Focused Environmental Group Representative & PTA Parent Leader
16. Local Environmental Justice Group Representative
17. PGCPS Principal

Invited Experts to the CCAP Focus Work Group

Given the potential size of the workgroup, and other considerations, some subject matter experts will need to be heard from, while not being members of the workgroup. The experts will be determined by the membership on an as needed basis.

Biographies of Members

PGCPS Environmental Programs Leader & Teacher - Donald Belle

Environmental Outreach Educator with the William Schmidt Outdoor and Environmental Education Center

Donald Belle is an educator in the Prince George's County Public School (PGCPS) system. Mr. Belle is an Environmental Outreach Educator with the William Schmidt Outdoor and Environmental Education Center and has worked in the past as the science teacher coordinator and academy of environmental studies coordinator at Gwynn Park High School. He has been an educator for 18 years in PGCPS. He is an advocate for STEM education and has worked on STEM initiatives including NASA STEM Learning Studios, 100kin10 STEM Summit, STEM-H Program (Naval Historical Society), USA Science and Engineering Festival, ExPERT/BEST STEM programs (Towson University), and the NSTA Learning Studios. In 2012, Mr. Belle was awarded Outstanding Educator by Prince George's County Public Schools.

Mr. Belle has recently contributed to or coordinated several environmental literacy initiatives including the Mussel Power Citizen Science Program, the Prince George's County Envirothon, and Climate Action Initiatives. For the past four years, he has organized and grown the Student Environmental Alliance Summit. The Student Environmental Alliance Summit supports high school students that have expressed an interest in working or learning about careers in environmental science, natural resource management, or agriculture. In 2020, Mr. Belle was appointed to serve on the Prince George's County Climate Action Commission.

Current PGCPS High School Student(s) - Nanette Amihere and Asia Gray, Charles H. Flowers High School

Nanette Amihere -

Asia Gray - PGCPS Student, Director of Student Services Task Force for SMOB Advisory Council

Asia Gray is a senior at Charles Herbert Flowers High School in the Science and Technology Program. She is involved in several community organizations such as Girl Scouts, CHF Principal's Action Council, Student Board Member Ninah Jackson's Advisory Council, and Board Member Stafford's Community Advisory Council. In the summer and fall of 2018 and 2019, she interned at the Smithsonian National Museum of Natural History through the Youth Engagement through Science Program. There, she performed research on cell phone infrastructure and sustainability practices in coordination with the Anthropology Department. She is currently in her school's internship program and serves as an independent research intern at NASA Goddard Space Flight Center. She hopes to pursue a degree in Biomedical Engineering.

Prince George's County Board of Education Members - Pamela Boozer-Strother (District 3) and Sonya Williams (District 9)

Pamela Boozer-Strother - PGCPS Board of Education Member, District 3

Elected in November 2018, Pamela Boozer-Strother is the representative for Prince George's County Board of Education, District 3. In her service on the Board of Education, Ms. Boozer-Strother has served as: Policy & Governance Committee Chair, 2020, Policy &

Governance Committee Vice-Chair, 2019-2020, Community Schools Steering Committee, 2020-2021, Legislative Committee, Maryland Association of Board's of Education (MABE), 2019-2021.

Ms. Boozer-Strother was born in Prince George's County and returned 15 years ago as a resident of Brentwood in District 3. At that time, she became an active leader of community organizations and town committees focused on children, education and economic development. In 2018, she was recognized for her years of community service with the Mighty Joe Impact Award from Joe's Movement Emporium.

She has experience with building planning, budgeting and construction through the oversight of the Gateway Arts Center, critical skills she brings to the PGCPs Capital Improvement Program. In this capacity, Ms. Boozer-Strother has been developing her knowledge about Net-Zero Energy schools as the buildings of the future. Ms. Boozer-Strother is also an advocate for community composting programs and for PGCPs to become a national model for systemwide composting.

Ms. Boozer-Strother earned her MBA from the Kogod School of Business at American University and is a Certified Association Executive (CAE) and founded a business in 2011 focused on association convention and events sponsorship fundraising.

Sonya Williams - PGCPs Board of Education Vice-Chair and Member, District 9

Sonya Williams was sworn in for her second elected term to represent Board of Education District 9 and was appointed as Vice-Chair of the Board of Education in January 2021.

Mrs. Williams is a Civil Engineer with over 25 years of project management experience on local and national construction projects. As a developer who constructs buildings it is her intent to find ways to reduce the carbon footprint over the lifecycle of that building. Schools building can be found in every community. Mrs. Williams is motivated by finding energy efficient solutions in PGCPs so that these lessons can be shared with others.

Mrs. Williams, a Prince George's County resident since the age of 5, completed her secondary education at Crossland High School in 1985. After which she attended the University of Maryland to study Civil Engineering. Her career in Civil Engineering began as a project management intern at the Washington Suburban Sanitary Commission working on the headquarters building in Laurel.

Mrs. Williams has worked on other local notable projects including the expansion of BWI-Marshall Airport and most recently the Tanger Outlet Mall. As a Civil Engineer specializing in project management, she has honed an important set of transferable leadership skills that include the ability to communicate across different education and experience levels, build successful teams that focus on similar goals, manage multi-million dollar budgets, and manage time and resources to support reaching the desired outcome on schedule and budget. She

received her master's degree in International Organizational Leadership from Georgetown University.

Maryland Assembly Legislator - Delegate Mary A. Lehman

Maryland Delegate, District 21

Member of House of Delegates since January 9, 2019. Member, Environment and Transportation Committee, 2019- (housing & real property subcommittee, 2019-; natural resources, agriculture & open space subcommittee, 2019-). Member, Maryland Legislative Transit Caucus, 2019-; Women Legislators of Maryland, 2019-. Associate member, Maryland Legislative Latino Caucus, 2019.

Member, County Council, Prince George's County, representing District 1, December 6, 2010 to December 3, 2018. Member, Rules and General Assembly Committee, 2012-15; Public Safety and Fiscal Management Committee, 2012-18; Health, Education and Human Services Committee, 2013-14. Vice-Chair, Transportation, Housing and the Environment Committee, 2017 (member, 2011-12, 2016-18; chair, 2012, 2014-15). Chair, Health, Education and Human Services Committee, 2017-18 (vice-chair, 2011-12).

Member, Board of Health, Prince George's County, 2010-18; Climate, Energy and Environment Policy Committee, 2011, 2016-18, and Metropolitan Washington Air Quality Committee, 2012-15, Metropolitan Washington Council of Governments.

Prince George's County Council Member - Councilmember Deni Taveras

Vice-Chair, Prince George's County Council (District 2)

Deni Taveras was re-elected to her second 4-year term on the Prince George's County Council in 2018. In 2020, she was elected as Vice-Chair, making history as the first Latinx person elected to a leadership role on the Council. As council member, she has attracted \$10 billion worth of investments from both private and public sources and has put eight schools and two libraries in the pipeline for construction in her district.

Council Member Taveras is a strong regional environmental leader. She has been lead sponsor and co-proposer of several key environmental legislation in the county including the establishment of a climate action plan, and the banning of Styrofoam, coal tar, fly ash landfills and plastic straws in the County. Council Member Taveras has been appointed to serve as the Chair of the Metropolitan Washington Council of Government's Climate, Energy and Environment Policy Committee (CEEPC), and has served on its legislative subcommittee for several years. She is also currently an appointed member of the Transportation Planning Board and a previous member of the Metropolitan Washington Air Quality Committee (MWAQC).

Prior to coming to the council, she worked at the World Bank on solid waste management issues in urban areas in South Asia, in FEMA responding to catastrophic disasters such as Katrina, and at the EPA regulating the Toxic Release Inventory program and assessing the cleanup at Superfund sites.

Taveras holds a dual Masters degree in public affairs and urban regional planning from Princeton University's School of International and Public Affairs, a Master's degree from the University of Utah, and a Bachelor's degree from Barnard College; the latter two in chemistry.

Zero Emissions Buildings Expert - Donald Goldberg

Executive Director and Founder of Climate Law & Policy Project (CLPP)

Donald Goldberg is the Executive Director and founder of Climate Law & Policy Project (CLPP), which he founded CLPP in 2007 after spending more than 18 years as a senior attorney and director of the Climate Change Program at the Center for International Environmental Law (CIEL).

CLPP is a non-profit organization established in 2007 to develop and promote sound and safe policies to slow, stop, and ultimately reverse the buildup of greenhouse gases in the atmosphere and ensure that vulnerable communities are protected from climate impacts that cannot be avoided.

Prior to 2018, CLPP focused on climate law, policy and human rights at the international and federal levels. In 2018 we turned our attention to Maryland policy and legislation. We joined the Maryland Climate Coalition and regularly attend meetings of the Maryland Commission on Climate Change (MCCC) and its Mitigation Working Group. During 2018 and much of 2019 we worked mainly on carbon pricing and investment legislation (now the Climate Crisis and Education Act), advocating successfully for a larger portion of revenue to be directed to overburdened and underserved communities. We also worked on emissions reduction strategies in the transportation and buildings sectors and participated in the MWG Buildings Subgroup tasked with recommending emissions reduction strategies in the building sector to the MCCC.

Prior to this he participated in several UN Framework Convention on Climate Change negotiations and has spoken about climate change at many conferences, workshops, and academic meetings. He co-authored climate change reports for the US Environmental Protection Agency, the Intergovernmental Panel on Climate Change, and the World Bank. In 2005, in collaboration with Earthjustice, he filed a global-warming-based human rights case with the Inter-American Commission on Human Rights on behalf of the Inuit. Mr. Goldberg has taught international environmental law at the American University Washington College of Law and served as chair and vice chair of the ABA Committee on Sustainable Development, Ecosystems, and Climate Change from 1998-2006.

Zero Emissions Vehicle Expert - Ramon Palencia-Calvo

Deputy Executive Director of Maryland League of Conservation Voters

Soon after Ramon Palencia-Calvo joined the organization in 2014, he launched Chispa Maryland, a Latino outreach and organizing program created to ensure that Maryland Latino families and community leaders are a powerful voice in protecting their rights to clean air and water, healthy neighborhoods, and a safe climate for generations to come.

Mr. Palencia-Calvo understands the challenges this emerging segment of the population faces in Maryland and has partnered for over 10 years with Latino community groups, faith based and grassroots organizations, legislators, and trusted influential in efforts to identify unique environmental issues facing this community as well as to increase their political participation in favor of community driven solutions. During his time at Maryland LCV, Ramon has developed and implemented issue organizing campaigns that led to local and statewide victories and developed new Latino leaders in Maryland that can take grassroots and legislative action in a number of environmental justice issues.

Mr. Palencia-Calvo has more than 15 years of experience in leadership and advocacy on environmental and social issues. Before joining Maryland LCV, Ramon was a Fellow at the Worldwatch Institute, where he worked on an international project identifying social, political and economic opportunities to accelerate the deployment of renewable energy in Central America.

Green Capital Projects Expert - Michael Harris

Bowie State University Chief Operating Officer

Over the course of several decades Michael Harris has been involved in the programming, planning, design, construction, and project management of building and infrastructure projects totaling in excess of \$2 billion. Michael has experience in leadership roles for facilities operations and maintenance at Bowie State University where he currently serves as the Senior Capital Projects Manager, and previously at Howard University where he held the position of Associate Vice President for Facilities Management and Capital Planning. At Bowie State University, Michael provided leadership in the development of the buildings for:

- Fine and Performing Arts
- Computer Science, and
- School of Business

Michael is currently leading development of a new mixed-use residence hall which is under construction and slated for LEED Silver or Gold. In addition, he is overseeing numerous major HVAC improvements with centralized BAS controls. Michael is well informed and experienced in renewable energy projects where he led the implementation of seven Solar PV installations,

including two parking lot solar canopies, with a capacity in excess of 2 mW making it one of the largest on-campus solar PV installations in the University System of Maryland.

In Michael's Associate Vice President role at Howard University, he held supervisory responsibility for about 300 employees including architects, engineers and planners. During that tenure, Michael led the building and construction of a hospital expansion to house professional medical services, a 450-bed residence hall, and numerous upgrades to the campus infrastructure including major building renovations and HVAC improvements. While holding this position Michael also chaired the committee for a \$750 million campus development plan contemplating large capital improvements in collaboration with adjacent urban private development.

Mr. Harris previously worked with a large national construction company providing superintendence for two large Class A office buildings in Washington DC and, earlier in his career worked in structural design for various types of facilities.

Michael Harris received his Bachelor of Science in Engineering from Princeton University.

Food Systems Expert - Chloë Waterman

Friends of the Earth's Climate-Friendly Food Purchasing Program

Chloë Waterman currently serves as the program manager for Friends of the Earth's Climate-Friendly Food Purchasing Program where she implements policy and markets campaigns to advance a sustainable and just food system. Her work centers around reducing consumption of factory farmed animal products and growing the market for plant-based foods and regenerative, organic, and more humanely raised meat and dairy. Ms. Waterman previously served as the senior manager of state legislative strategy for the American Society for the Prevention of Cruelty to Animals (ASPCA) where she successfully lobbied for a wide range of animal protection legislation and was instrumental in defeating pro-factory farming measures. Ms. Waterman holds a B.A. in Environmental Studies and Philosophy from Lewis & Clark College, and an M.S. in Applied Economics from University of Maryland. She currently resides in Mount Rainier, Maryland with her dog and a rotating cast of foster animals.

Stormwater Management and Landscaping Expert - Marita Roos, RLA

Landscape Programs Director, Neighborhood Design Center

Marita Roos is a Maryland-registered landscape architect and certified planner with twenty-five years' experience designing urban streetscapes, green infrastructure, campus master plans and designs, parks, ecosystem restoration and historic preservation projects. As the Landscape Programs Director with NDC's Prince George's County office, Ms. Roos works with local

governments, nonprofit organizations, schools and citizen associations to plan and design projects that integrate community goals into sustainable and equitable public spaces.

Ms. Roos has contributed expertise in green infrastructure and sustainable design to national policy initiatives including Rebuilding America: APA National Infrastructure Investment Task Force Report and the US Green Building Council LEED 2009 Sustainable Sites. She authored the Green Infrastructure Guidelines for the Edwards Aquifer Region of south-central Texas and worked with the DC Clean Rivers Program to plan for green stormwater infrastructure across the Rock Creek and Potomac River watersheds. As a landscape architect, Ms. Roos has designed numerous environmental landscapes for schools, parks and public spaces within Prince George's County and across the mid-Atlantic region. Ms. Roos has lectured in landscape architecture at the University of Maryland and Catholic University of America, among others. Ms. Roos keeps it real digging, weeding and setting well-supervised fires to restore woodlands and wetlands in her home community of Cape St. Claire, Anne Arundel County.

Capital Improvement Project Director, or Designee - Dawn Holton, PE

PGCPS Department of Capital Programs - A/E Design Supervisor/Senior Mechanical Engineer

Dawn Holton grew up in Landover, MD and attended PGCPS schools, graduating from Eleanor Roosevelt High School in 2000. She went on to attend North Carolina Agricultural and Technical State University and graduated in 2004 with a Bachelor of Science in Architectural Engineering (HVAC Systems concentration). In 2012, she also passed the mechanical engineering principles and practices exam earning her Professional Engineer (PE) designation and became fully licensed in the State of Maryland. Prior to working at PGCPS, she spent 12+ years; designing heating, ventilation, air conditioning and plumbing systems for commercial buildings at various private engineering firms. Many of the types of projects she worked on included designs for office tenant fit-outs, medical offices, hotels, residential high-rise buildings, gymnasiums, fitness centers, restaurants, retail spaces, numerous data centers, and public school construction projects in Maryland/DC region including Prince George's County, Baltimore City, Montgomery County, Anne Arundel County, Fairfax County and Howard County. Of all of the different types of projects that she worked on in her career, she feels most connected with school projects because of the ability to interact more with the end users - students, teachers and staff. The greatest joy in her current position at PGCPS is that she has the opportunity to have a direct impact on repairing the buildings she grew up attending.

Building Operations Director, or Designee - Jamee Alson

Management Analyst with the Division of Supporting Services, Department of Building Services, PGCPS

Jamee Alson has almost twelve years of service with PGCPS, including 5 ½ years as Management Analyst with the Division of Supporting Services, Department of Building Services under the leadership of Director, Mr. Sam Stefanelli and Associate Superintendent, Dr. Mark

Fossett. She has been fully engaged in energy management/ sustainability efforts by monitoring all utilities, serving as a liaison with our utility partners, touring NetZero schools, implementing the EmPower Maryland Program, managing three rooftop solar projects from start to finish, retrofitting schools, facilities, bus lots, garages, and gyms with LED lighting, partnering with our PGCPS Mechanical Engineer, Facilities Service Base Master Foremen/Maintenance Team, and Capital Programs Project Managers/Design Team to select Energy Star rated energy efficient equipment.

Ms Alson has advocated for energy efficient tools/resources/practices such as dashboards, sub-meters, and sensors that assist with promoting energy and water savings; expose students to energy related careers; co-implement the National Energy Education Development' Energizing Student Potential energy education program with PGCPS educators and students; conduct energy audits with K-12 students at STEM programs at the University of Maryland, Drexel University, and The Illinois Institute of Technology; facilitate energy sessions at Prince George's County's SYEP (Summer Youth Employment Program); participate in George Washington University's and Prince George's County's Electric/Hybrid vehicle trainings; engage in electric charging station conversations with our utility partners; participate in the Association of Climate Change Officers trainings; study resiliency/sustainability plans, discuss K-12 energy best practices with the Northeast Energy Efficiency Partnerships Team, the Department of Energy's Better Buildings Summit and Federal Energy Management Program, the Greater Washington Region Clean Cities Coalition, and the National Capital Chapter Association of Energy Engineers. Finally, several PGCPS Team members, including Ms. Alson, were afforded the opportunity to become CPTED (Crime Prevention Through Environmental Design) certified by the National Association of School Resource Officers in Peachtree, Georgia.

School Transportation Director, or Designee - David Hill

*Transportation Operations Supervisor for the Prince George's County Public Schools
Transportation Department, PGCPS*

David Hill oversees scheduling, routing, payroll, communications and overall operations within the department. He has over 20 years of school transportation and logistical planning experience and also has over 40 years of Transportation Operational and Maintenance experience in various key leadership positions. Mr. Hill has served as a Transportation Director, Supervisor of Planning and Technology, Routing Manager, Maintenance Manager and various other vital positions producing outstanding results.

Additionally Mr. Hill has received numerous awards for outstanding leadership and professionalism, is an active member of the National Association for Pupil Transportation and the Maryland Association for Pupil Transportation, and is also actively involved with The Prince Georges County Pedestrian and Bicycle Safety Committee.

Finally Mr. Hill is retired from the United States Marine Corps, where he served for 22 years as a 1st Sgt and a Transportation Operations Manager and has a Bachelor Degree and a Master's Degree in Transportation Management.

PGCPS Labor Partner - Martin Diggs

President ACE/AFSCME, LOCAL 2250, AFL-CIO

Local Climate Focused Environmental Group Representative & PTA Parent Leader - Joseph Jakuta

Sierra Club Prince George's County Group/Climate Parents of Prince George's

Joseph Jakuta is an environmental professional in the Washington, DC area. He has a Bachelor's of Science in Computer Science from the University of Maryland and a Master's in Environmental Management with a focus on Environmental Economics and Policy from the Nicholas School of the Environment.

Following graduate school he worked at the Ozone Transport Commission (OTC) where he conducted analyses and developed policies for the states in the Northeast and Mid-Atlantic to reduce ozone pollution and impacts on visibility in National Parks in the region. In particular, he worked across with the thirteen jurisdictions to develop collaborative research and policy documents. In 2018 he left the OTC to join the District of Columbia Department of Energy and Environment as a Senior Air Quality Planner. There he works on issues involving air quality from institutional buildings and mobile sources and focuses on writing regulations, calculating emissions inventories, among other projects.

Mr. Jakuta is also active in the community. From 2015 to 2018 he chaired the Mount Rainier Green Team which assisted the City of Mount Rainier on developing local environmental policies and achieving Sustainable Maryland Certification for the city. In 2019 he became the lead volunteer of the Climate Parents Prince George's County campaign for 100% Clean Energy Schools. He is also the advocacy chair for the Robert Goddard Montessori School PTSA and has been elected to the Executive Committee for the Sierra Club Prince George's County Group.

Local Environmental Justice Group Representative - TBD Representative from Alpha Kappa Alpha

PGCPS Principal - TBD

Budget Implications: None

Staffing Implications: Board of Education Administrative and Policy Support Staff

School(s) Affected: All Prince George's County Public Schools

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Preparation Date: January 8, 2021

Person Preparing: Pamela Boozer-Strother, Board Member and Ninah Jackson, Student Member of the Board

Board Agenda Introduction Date: January 14, 2021

Board Action Date:

Approved: _____ (Chair of the Board)