

Prince George's County Public Schools

Climate Change Action Plan EXECUTIVE SUMMARY

Eight Priority Recommendations: Taking Action for a Carbon Neutral Future

Prepared by the Board of Education Climate Change Action Plan Focus Work Group | Adopted April 2022



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I've always wanted to be a part of something bigger than myself that creates positive change. As a student and community member of Prince George's County, I hope that the Climate Change Action Plan will positively impact our schools and communities and inspire further action on a larger and stronger scale."

Nithin Gudderra, Oxon Hill High School
Class of 2023 and Work Group Member



Message from PGcps CEO Dr. Monica Goldson

I am proud of the efforts and contributions of the community to the Board of Education's Climate Change Action Plan (CCAP) Focus Work Group. We are fortunate to have had students, staff, parents, community experts and advocates in this groundbreaking initiative for PGcps to join Prince George's County in our collective efforts to lessen the devastating impacts of the global climate crisis and be resilient to the impacts already occurring.

The overall recommendation to reduce our carbon footprint will lead to healthier buildings and transportation, cleaner air, healthier food, less waste and operational cost savings that will help PGcps focus our limited resources more equitably and contribute to both better health outcomes and a safer future for our children.

PGcps is very proud of our path to a greener future. The CCAP recommendations will build on these accomplishments:

- 135 Certified Maryland Green Schools (65% of PGcps schools).
- Utilization of innovative building methods including, LEED certification, geothermal heat pumps and solar panels.
- Conversion to energy saving LED light bulbs.
- An award-winning Environmental Literacy & Outdoor Education curriculum.
- Green jobs of the future training in the Career & Technical Education (CTE) programs.
- Installation of nearly 60 green stormwater management facilities at PGcps schools through the Clean Water Partnership program.
- Installation of the first electric bus charging station that will power PGcps' first electric bus to begin transporting students later this year.

This plan is a critical component of Transformation 2026 Equity & Excellence: PGcps 2021-2026 Strategic Plan and will contribute to measurable progress for critical success indicators in the Infrastructure & Operational Enhancements and Educational Excellence goal areas.

I want to thank the CCAP for their vision and for their extraordinary leadership in this endeavor as well as the many residents who shared feedback during the outstanding student-led town hall conversations that were held at critical points in the process.

I look forward to our partnership in promoting the innovative approaches endorsed in the plan and encourage the entire PGcps community to be active participants in executing the plan.

Together, we will achieve our objectives for a cleaner, healthier, and more resilient Prince George's County for the future! We are #PGcpsProud!



Artwork by Kimberly Perez Toro, Suitland High School, 2022 PGcps EcoAction Art Contest winner (11th-12th Grade, Central category)



A teacher removes trash from the river at Bladensburg Water Park during a Green Team training.

Message from the Work Group Co-Chairs

Pamela Boozer-Strother, Prince George's County Board of Education Member, District 3

Joseph Jakuta, Climate Parents of Prince George's, Sierra Club Prince George's Group

For the past year, we have been honored to serve as co-chairs of the PGCPs Board of Education Climate Change Action Plan Focus Work Group with 22 diverse climate action experts representing PGCPs students, alumni, staff, labor partners, community organizations, university representatives and elected officials.

The growing impacts and costs of climate-related disasters are now being felt by communities everywhere, including in Prince George's County. PGCPs students and employees report climate change greatly impacts learning and working environments due to temperature extremes, flooded school grounds, natural disasters and the COVID-19 global health pandemic that has now disrupted two full years of our lives in addition to the negative health consequences of air pollution. Students want the Board of Education and PGCPs administration to take immediate and real action on clean energy buildings and transportation to improve air quality, both indoors and out.

PGCPs students are loud and clear in their commitment to collaborative action. Students are already leading through Green Schools and Green Teams, launching composting programs, advocating for legislation at the County and State levels and creating seats at the table of future PGCPs Task Forces on climate science curriculum, food sourcing and all future implementation teams for the Climate Change Action Plan (CCAP).

As parents of PGCPs students, we have heard this call and have acted accordingly. Failing to act would not only threaten our infrastructure and financial security, but also endanger human lives. Investing in our resilience today helps to ensure we can continue to invest in our community into the future and the solutions come with health benefits that will further benefit our students and improve their well-being.

The Climate Change Action Plan reviews how PGCPs can make different decisions that will lessen the school system's impact on the environment and be more resilient to the negative effects of climate change. The CCAP documents progress to date in advancing climate action across important topic areas. Building on this information, it presents strategies to reach a carbon-free, resilient PGCPs. We see clear opportunities in three broad areas: 1) advancing internal systems in PGCPs operations so that our systems and processes are as climate-friendly as possible; 2) reducing our contributions to greenhouse gas emissions; and 3) preparing PGCPs and the community for resiliency through impacts of a changing climate.

We want to acknowledge the hard work that PGCPs administrators, teachers and staff put into our school system to educate the students, keep them safe and the action already under way to mitigate and adapt to climate change. We thank Board Chair Dr. Juanita Miller and CEO Dr. Monica Goldson for their support of the vision for this Work Group.

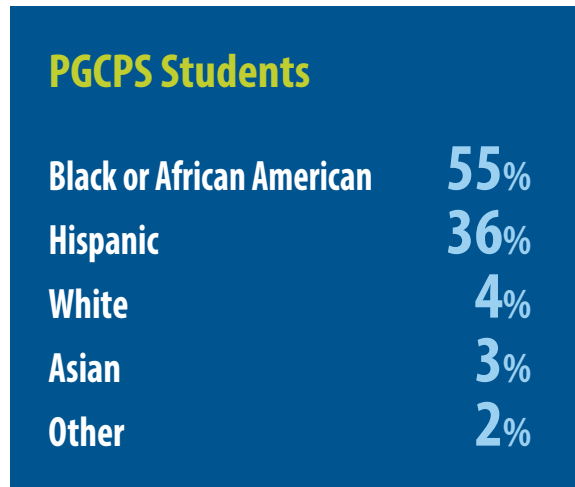
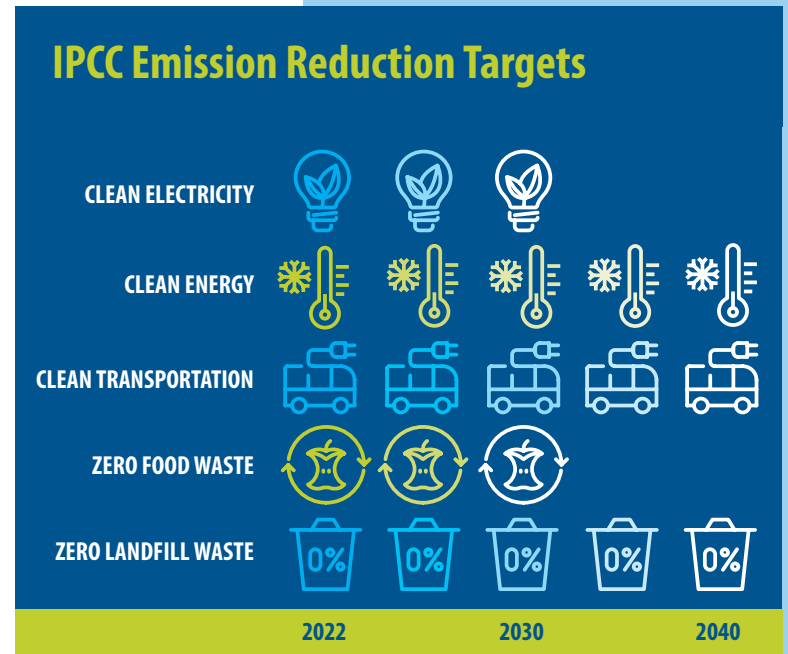
We are grateful to the members of the Focus Work Group and look forward to collaborating with PGCPs administration on successful implementation of the plan. We invite you to get to know all of these climate action leaders in the "Meet the Work Group Members" section of the plan.

A Vision for PGCPs: Zero Emission Public School System by 2040

On March, 1, 2021, the Board of Education took the bold step of voting on a resolution declaring climate action goals for the school system and established the Climate Change Action Plan Focus Work Group to develop a plan to ensure success. PGCPs will meet the emission reduction targets outlined by the Intergovernmental Panel on Climate Change (IPCC) by 2030 or 2040, depending on the target.

Transformation 2026 Equity & Excellence: PGCPs 2021-2026 Strategic Plan Alignment

PGCPs is one of the 20 largest school systems in the nation with nearly 132,000 students, 22,000 employees and an annual budget of \$2.6 billion. PGCPs manages 208 educational facilities, plus many other administrative facilities. Our vision paints the image of a premier educational environment that values the rich uniqueness of who we are as we develop and equip life-long learners, leaders, empowered proponents of justice and prosperous communities to thrive in the global society. We are a culturally responsive district developing distinguished learners, leaders, voices of social justice and advocates for humanity for the world of today, tomorrow, and beyond.



The global COVID-19 pandemic of 2020, leading into today, has ushered in a new era of unprecedented change. It revealed pockets of untapped creativity and innovation, exposed challenges in our traditional concepts of equity, gave rise to creative teaching and learning models and fundamentally transformed education paradigms.

The demand for equity and innovation in education is more significant now than ever before. Equity in PGCPs is ensuring each student has what they need to receive a student-centered education that empowers them to be active participants in their learning experience and contributors in creating and sustaining thriving communities.

PGCPs core values articulate our key beliefs about students, learning, stakeholder responsibility, and the elements necessary to achieve equity and excellence in education:

- Students are our priority, and all students can achieve at high academic levels.
- Families, students, and educators share the responsibility for student success.
- High expectations inspire high performance.
- All staff share the responsibility for a safe and supportive school environment contributing to excellence in education.
- The support of everyone in our community is essential to the success of our schools and students, and this success enriches our community.
- Continuous improvement in teaching, leadership and accountability is the key to our destiny.

“
Climate action is about equity. It is the next broad paradigm that the people of Prince George’s County can come together in oneness to benefit our children. All children should have equal access to a healthy environment. It is a fundamental right.”
 Dr. Alvin Thornton, former Chair of the Board of Education & Chair of the Thornton Commission on Education Finance, Equity and Excellence



Stephen Decatur Middle School students plant wild rice for the Accokeek Foundation.



I feel so privileged to be a part of the Work Group and to feel the genuine desire to make much needed changes to secure our future. I am thankful for the PGCPs Board of Education and the committee members' leadership, particularly our student participants who are taking this issue and running with it. Climate change is a real issue that we must all tackle by working together, which makes this space so important."

Deni Taveras, Prince George's County Council Member, District 2 and Work Group Member

PGCPS's vision, mission and core values create the foundation for our Climate Change Action Plan. Currently, 135 of the schools in the systems have been certified under the Maryland 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.

PGCPS Strategic Plan Imperatives Supported by the CCAP	
Infrastructure & Operational Enhancements: Improving Operational Efficiency & Realizing Operational Excellence	Facilities maintenance quality, efficiency and satisfaction Facilities modernization Learning environment satisfaction Workforce collaboration and innovation
Academic Innovation	Culturally responsive instructional materials and practices Co-curricular and extracurricular activity participation Family engagement opportunities and participation

County, State, Regional, Global & Education Sector Alignments

Climate action is finally a priority of states, cities, counties and school systems throughout the United States and in many other countries. The Prince George's County Board of Education has the opportunity to take action in regards to its operations with the support of government and Non-Governmental Organization (NGO) partners.

The Prince George's County Council established the Prince George's County Climate Action Commission in the summer of 2020 to develop a community-wide climate action plan to prepare for, and build resilience, to regional climate change impacts and to set and achieve climate stabilization goals. Donald Belle, Environmental Programs Leader & Teacher Environmental Outreach Educator with the William S. Schmidt Outdoor Education Center, represents PGCPS on this Commission that created the County's Climate Action Plan. In the fall of 2021, County Executive Angela Alsobrooks also signed the "We Are Still In" pledge to meet the Paris Agreement, the international treaty on climate change. The Commission completed the draft of the Prince George's County Climate Action Plan October of 2021, and after a 30-day public comment period, the Commission's community-wide climate action plan was officially delivered to County Council on January 15, 2022.

In addition to the Prince George's County Climate Action Commission's plan, PGCPS is committed to contributing to the goals and recommendations established in the:

- Metropolitan Washington Council of Governments 2030 Climate and Energy Action Plan
- Maryland General Assembly Climate Solutions Now Act 2022
- State of Maryland 2030 Greenhouse Gas Reduction Act Plan
- U.S. Department of Education Climate Adaptation Plan September 2021
- Aspen Institute K12 Climate Action Plan 2021
- Sierra Club Climate Parents 100% Clean Energy School Districts Campaign

PGCPS Climate Action Opportunities

Actionable, cost-effective solutions currently exist to reduce energy used by buildings and transportation managed by 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 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, as well as through the example it sets.



Artwork by Kpessou Kougblenou Esther, Adelphi Elementary School
2022 PGCPS EcoAction Art Contest winner (6th-8th Grade, North category)



Scotchtown Hills Elementary School educators display their Sustainable Green School Award.



My passion around Energy Management/Stewardship and Climate Sustainability/Resiliency, along with the opportunity to support and serve our PGCPS students who wish to pursue energy and environmental careers, influenced my decision to participate in this Work Group. Additionally, I envisioned that this Work Group would create a model for other school districts."

Jamee Alston, Management Analyst,
PGCPS Department of Building Services
and Work Group Member

Understanding the Climate Change Action Plan

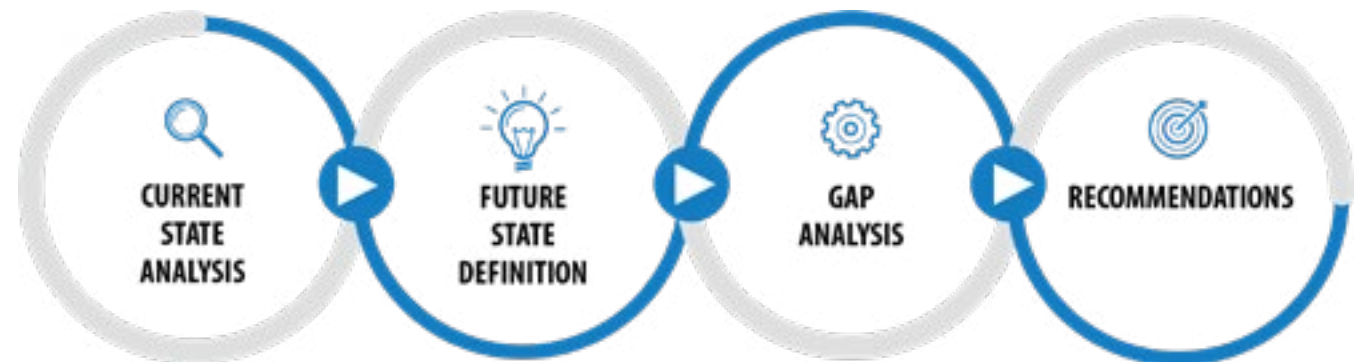
Approach

The approach to developing a comprehensive and actionable plan around achieving significant environmental metrics was threefold:

- 1) Leverage the expertise and experience of current initiatives for growth and economies of scale;
- 2) Integrate best practices and lessons learned from Prince George's County as well as other locations; and
- 3) Engage and listen to our community early and often, starting with our students and staff.

We used this approach by focusing on one topic at a time over the 10-month period.

As the graphic below illustrates, the Work Group took time to recognize how far we have come in defining "current state" based on the scope of this effort. This included the recognition of successes, challenges and partners across the seven topic areas. We defined our desired end state with goals, metrics and a vision of success. We used data, expert panels and stakeholder feedback across all phases to identify gaps and develop short, medium and long-term recommendations that drive successful achievement of carbon emission reduction by 2030 and 2040 for PGCPS. Overall, the CCAP approach was used to develop a climate action framework and business case for PGCPS. Resources, information and technology will evolve over time and this document should reflect adjustments and changes as appropriate.



- Current activities and capabilities related to topic areas
- Review of topic-specific data
- Expert panels
- Stakeholder input

- Goal definition and strategic alignment
- Topic-specific objectives, vision
- Best-practice research
- Expert panels
- Stakeholder input

- Identification of gaps by topic area
- Assessment of resource need and opportunities to leverage
- Expert panels
- Stakeholder input

- Stakeholder input
- CCAP subgroups
- Expert review
- State, county and PGCPS alignment

Guiding Principles

The PGCPs CCAP Focus Work Group was guided by principles that set clear expectations on the purpose, process and results. These principles include consensus building, science-based recommendations, accountability and transparency. These principles reflected the Focus Work Group’s commitment to environmental quality, educational opportunity and equity. They guided decision-making, stakeholder engagement and prioritization of actions.

CCAP Focus Work Group Guiding Principles		
1	We believe in broad Work Group member buy-in.	<ul style="list-style-type: none"> • Therefore, we will make consensus-driven decisions that drive CCAP elements. • Therefore, we will rely on a multi-facilitator approach to running meetings with each member taking on the lead at a point. • Therefore, meetings will end with a discussion and decision point by consensus on the course of action from the prior meeting.
2	We believe in science.	<ul style="list-style-type: none"> • Therefore, we will create data-driven solutions that drive positive impact. • Therefore, we will strive to develop a plan to meet the science-based goals in the originating resolution.
3	We believe in transparency, equity and inclusivity.	<ul style="list-style-type: none"> • Therefore, we will employ a comprehensive stakeholder engagement approach to gather input and communicate information throughout the process. • Therefore, we will find solutions that can be implemented fairly for all stakeholders.
4	We believe in accountability.	<ul style="list-style-type: none"> • Therefore, we will reevaluate principles after four meetings. • Therefore, we will strive to participate fully in meetings and provide necessary feedback in a timely fashion. • Therefore, we will incorporate an adaptive management approach to our recommendations in order to incorporate lessons learned, emerging technology and best practices.

Equity

Each of the plan’s Priority Recommendations includes an equity component, with the goals of understanding current disparities, promoting inclusive involvement in the implementation process and advancing equitable outcomes. To ensure such equitable processes and outcomes, it will be vital to develop clear metrics for tracking progress and ensuring transparency. PGCPs has an opportunity to exemplify equity in action by anticipating, assessing, and preventing potential adverse consequences of proposed actions on underserved and overburdened residents. This may be done by:

- Identifying and engaging all stakeholders, especially those most adversely affected;
- Examining factors that may be causing or perpetuating racial inequities associated with the climate issues;
- Clarifying actions to reduce disparities or discrimination and advancing positive impact and equitable opportunities; and
- Establishing success indicators, evaluation measures and ongoing stakeholder engagement.

To achieve transformative impact, PGCPs cannot go it alone. We must collaborate with the Maryland State Department of Education (MSDE), County leadership, PGCPs students, parents and staff, PGCPs alumni, advocacy groups and local organizations in partnership toward systemic change. Only together can we work to envision, plan and build an inclusive, prosperous and resilient future.



Arbor Day planting at Riverdale Elementary School.



We see students every day demanding climate action at rallies, in the halls of government buildings and in their classrooms. They see how climate change and pollution is affecting their health and the well-being of their communities. My hope is that this plan will enable PGCPs to take collective action in reducing their carbon footprint in an equitable and just manner to help students and communities thrive and reach their fullest potential.”

Ramón Palencia-Calvo, Deputy Executive Director, Maryland League of Conservation Voters, CHISPA Maryland Director and Work Group Member



Angel Nwadiibia and Leena Mohamed, PGcps Class of 2020 Eleanor Roosevelt HS, and Julisa Mejia, High Point HS Class of 2023, testify for PGcps to prioritize climate action at a 2020 Budget Hearing. This testimony moved the Board of Education to commit to a Focus Work Group on Climate Action.

Eight Priority Recommendations: Taking Action for a Carbon Neutral Future

PGCPS believes taking urgent action to combat climate change is critical for both our students' future and to protect our community from the impacts of a changing climate. The CCAP is also a call to action to empower our students, staff, and administration to work as partners with our County and State to bring about transformational changes and help create a future where we all share the benefits of healthy air, clean water, job opportunities and safe places to live, work and play.

Taking action is the heart of the PGCPS CCAP. The following eight **Priority Recommendations** are outlined in this section and intended as only the beginning to our school system's transition to a low carbon and climate resilient future:

1		Support Environmental Justice Through Climate Curriculum, Training and Partnerships
2		Reduce Carbon Footprint from PGCPS Buildings
3		Commit to Renewable Energy Sources for a Net Zero Emissions Future
4		Commit to Low Carbon School Transportation
5		Reduce Food Waste and Grow Climate-Friendly Food
6		Commit to Sustainable Materials Management and Procurement
7		Commit to Climate Resilient Land Management
8		Lead by Example to Support Transformational Change

Priority Recommendation #1: Support Environmental Justice Through Climate Curriculum, Training and Partnerships

A comprehensive environmental literacy program with pillars in environmental justice and climate awareness will transform the way PGcps teachers and students understand climate change and environmental justice issues while developing essential knowledge and skills around global topics. This will be a critical initiative for PGcps and educators to teach future generations about how our environmental choices have shaped our past and will shape our future. Students will gain knowledge and build skills at fulfilling the requirements of green jobs and support the transition to a low-carbon green economy. Ultimately, the implementation of recommendations in this section will empower PGcps students and teachers to explore locally relevant solutions to pressing global issues, increase awareness and critical thinking, and inspire and develop future environmental leaders.

Priority Recommendation #1 outlines six operational actions considered critical to supporting the goals of this recommendation. No direct mitigation or adaptation actions are outlined under this recommendation.

Operational Action	Operational Recommendations	Within PGcps Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Create Climate Curriculum and Environmental Justice Work Group (CCEJWG)	●	○	●	●	1-3
2	Launch Annual Climate Ready Leadership Summit	●	●	●	●	1-2
3	Enhance Access to Climate Technology	●	●	●	●	2-5
4	Enhance CTE Program to Further Incorporate “Green” Skills and Job Readiness	●	●	●	●	2-5
5	Build New Climate Partnerships with Environmental Non-Governmental Organizations (ENGOS) and Businesses	●	●	●	●	3-5
6	Incorporate Climate and Environmental Justice Curriculum into Learning Standards and Benchmarks	●	●	●	●	3-5

KEY: Yes ● Emerging ● To Be Developed ○

NOTES: Timeline from 2022. For details of each operational recommendation, view the full *Climate Change Action Plan*.



Environmental Topics and Issues training at Perrywood Elementary School.



Every student has the right to learn about issues that will affect how they live, play, work, and learn. Climate change is one of those issues. They have the right to be informed, contribute to solutions, and influence the direction of their community. Solutions to the Climate change emergency will require new technology, new infrastructure, new career pathways, and new ways of thinking. It is our obligation to put students in the best position to take advantage of opportunities in establishing and emerging fields.”

Donald Belle, PGcps Environmental Programs Leader & Teacher



The new Glenarden Woods Elementary School was constructed to LEED Gold standards.



Coming from the Capital Improvement office, we see the challenges of construction projects including cost, permit approvals, sustainability, energy efficiency and more. I pray that this planning process will change the way we think about our projects and operations. The public deserves to know that we are doing everything possible to be good stewards of our resources and the children of this system deserve to be able to learn in the best environment possible."

Dawn Holton, A/E Design Supervisor/
Senior Mechanical Engineer, PGCP
Department of Capital Programs, PGCP
Alumni and Work Group Member

Priority Recommendation #2: Reduce Carbon Footprint from PGCP Buildings

These recommendations focus on the priority operational changes for all 255 PGCP buildings and approaches to constructing new buildings. While student buildings have traditionally been the focus of the Educational Facilities Master Plan (EFMP), the Climate Change Action Plan includes administrative buildings and transportation buildings as the central office staff work in the oldest and most energy inefficient buildings in the system.

Priority Recommendation #2: Reduce Carbon Footprint from PGCP Buildings outlines four Operational Actions, five Mitigation Actions and one Adaptation Action considered critical to supporting the goals of this recommendation.

Operational Action	Recommendations	Within PGCP Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Require Private Partners to Participate in All Rebates and Other Appropriate Programs	●	○	●	●	1
2	Collect and Disseminate Data on Building Energy Performance	●	○	●	●	3-5
3	Build Staff Capacity in Building Maintenance and Management	●	●	●	●	2-5
4	Consolidate PGCP Administration/ Central Office Staff	●	○	○	●	5

Mitigation Action	Recommendations	Within PGCP Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Perform Comprehensive Energy Audit All Existing Buildings and Rely on Data for EFMP Cycles	●	●	●	●	1-3
2	Move Toward Fossil-Fuel Free/Net Zero Ready for All New Construction	●	○	●	●	3-5
3	Research and Potentially Implement Wastewater Thermal Energy Technologies	●	●	●	●	5+
4	Phase Out Fossil-fuel Powered Steam and Water Heating Systems	●	●	●	●	1-15
5	Phase Out R-22 HVAC	●	●	●	●	1-15

Adaptation Action	Recommendations	Within PGCP Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Design All New PGCP Buildings to Be Resiliency Hubs	●	●	●	●	3-5

KEY: Yes ● Emerging ● To Be Developed ○

NOTES: Timeline from 2022. For details of each operational recommendation, view the full *Climate Change Action Plan*.

Priority Recommendation #3: Commit to Renewable Energy Sources for a Net Zero Emissions Future

Electricity is important for the functioning of current schools and will become even more important as PGCPS moves toward a zero emissions future. Current Maryland Law requires that 33.1% of electricity must come from renewable energy, which still leaves the majority of electricity use defaulted toward greenhouse gas emitting fossil fuels. Electricity is currently used in schools for lighting, some heating, air conditioning, and operations of computers and other electronics. As time progresses, more electricity will be required for heating and charging of vehicles, specifically electric buses. In order for PGCPS to meet the goals of 100% clean electricity by 2030, PGCPs will have to reduce its load when possible, produce more electricity on-site and specifically contract for renewables for the remainder.

Priority Recommendation #3: Commit to Renewable Energy Sources for a Net Zero Emissions Future outlines two Operational Actions, two Mitigation Actions and one Adaptation Action considered critical to supporting the goals of this recommendation.

Operational Action	Recommendations	Within PGCPs Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Begin Renewable Energy Purchasing Through Wholesale Markets	○	●	●	●	3+
2	Create a Publicly Available Dashboard	○	●	●	●	3+

Mitigation Action	Recommendations	Within PGCPs Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Install Solar Panels on PGCPs Property	●	●	●	●	1-15
2	Sign onto Power Purchase Agreements (PPA) for Off-Site Renewable Energy	●	●	●	●	1-3

Adaptation Action	Recommendations	Within PGCPs Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Explore Approaches to Integrate Battery Backup Power	○	●	●	○	3-5

KEY: Yes ● Emerging ● To Be Developed ○

NOTES: Timeline from 2022. For details of each operational recommendation, view the full *Climate Change Action Plan*.



I consider it a privilege to be a part of the sub-work group on electricity and solar power and being able to contribute in any small way that I could. I admire the enthusiasm with which the members embraced the challenge, and seeing firsthand the passion of the students in recognizing the seriousness of the threat of climate change and their commitments to playing a part in addressing it. I look forward to continuing efforts in taking the vision forward as it unfolds."

Michael Harris, Senior Capital Projects Manager, Bowie State University and Work Group Member



A student-created electric bus used for the CHISPA rally.



The future is here! The Transportation Department will play a major role in the future of clean energy transportation for the health and safety of the students and a healthy environment."

David Hill, Transportation Operations Supervisor, PGCPs Transportation Department and Work Group Member

Priority Recommendation #4: Commit to Low Carbon School Transportation

Transportation is a key element of the school systems. Students must travel safely to and from school in order to benefit from in person learning, which is typically done using school buses. Staff and caregivers also must access schools, which is typically done by personal automobiles. School buses and personal vehicles are typically powered by fossil fuels, which contribute to greenhouse gas (GHG) emissions, as well as air pollution. Reducing these emissions is an important part of the climate action plan and will involve increasing use of zero emission vehicles, shifting from vehicles to biking and walking and reducing the amount of miles that vehicles must travel.

Priority Recommendation #4: Commit to Low Carbon School Transportation outlines one Operational Action and five Mitigation Actions considered critical to supporting the goals of this recommendation. No direct Adaptation Actions are outlined under this recommendation.

Operational Action	Recommendations	Within PGCPs Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Modify Bus Route to Fuel Use	●	●	○	●	3-5

Mitigation Action	Recommendations	Within PGCPs Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Electrify All Buses by 2040	●	●	●	●	1-15
2	Increase Walking/Biking/Public Transit Use	○	○	●	●	3-5
3	Eliminate Unnecessary Idling from School Buses	●	●	●	●	1-3
4	Increase the Safety and Other Amenities Available on School Buses	●	○	○	●	1-15
5	Electrify All Light-Duty Vehicles and Other Equipment by 2040	●	○	○	●	1-15

KEY: Yes ● Emerging ○ To Be Developed ○

NOTES: Timeline from 2022. For details of each operational recommendation, view the full *Climate Change Action Plan*.

Priority Recommendation #5: Reduce Food Waste and Grow Climate-Friendly Food

Studies reveal that roughly a third of the world’s food is never eaten, which means land and resources used, and greenhouse gases (GHGs) emitted, in producing it were unnecessary. Interventions at the source and in school buildings can reduce loss and waste.

Priority Recommendation #5: Reduce Food Waste and Grow Climate-Friendly Food outlines two Operational Actions, two Mitigation Actions and two Adaptation Actions considered critical to supporting the goals of this recommendation.

Operational Action	Recommendations	Within PGCPS Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Incorporate Student, Parent, Staff and Community Stakeholder Input into PGCPs Menus	●	●	●	●	1+
2	Conduct Baseline Assessments for Food Waste and Values-Driven Purchasing	●	○	○	●	3+

Mitigation Action	Recommendations	Within PGCPS Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Implement Values-Driven, Climate-Friendly Food Service	●	○	○	●	2-10
2	Reduce Food Waste and Increase Composting	●	●	●	●	2-10

Adaptation Action	Recommendations	Within PGCPS Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Continue to Participate in Maryland’s Farm to School Program and Expand Sourcing and Promotion of Locally Procured Foods	●	●	●	●	1-5
2	Create Resilient Food Production on PGCPs Properties	○	○	○	●	1-5

KEY: Yes ● Emerging ○ To Be Developed ○

NOTES: Timeline from 2022. For details of each operational recommendation, view the full *Climate Change Action Plan*.



Gwynn Park High School students work in their school greenhouse.



I am honored to be among a group of passionate and committed people who care deeply about the CCAP mission. I am really excited about the prospect of combating hunger and keeping food out of landfills by feeding families with food that would be thrown away. The CCAP has a plan to make this a reality. I am thrilled about the participation of young people and CCAP’s focus on equity and inclusion. This is truly meaningful and exciting work.”

Valerie Ervin, Special Assistant to the Chief of Staff, PGCPs and Work Group Administrator



PGCPS student Javier Fuentes, president of the Laurel High School Green Club.



Trash affects us in many ways. Source reduction and recycling reduces the trash all around our neighborhoods, in our communities and our public areas where we visit and play. It affects the air we breathe, the water we like to fish and play in and hurts animal habitats. It is up to us to not harm the environment and animal habitats with effective trash reduction and recycling programs."

Ja'bari Woodberry, PGCPS Class of 2023,
Fairmont Heights High School
and Work Group Member

Priority Recommendation #6: Commit to Sustainable Materials Management and Procurement

In order to effect true change to our waste streams, we need to focus on behavior change and developing a “green” culture that becomes part of our routine practices and behaviors. Policies and procedures can help PGCPS purchase more sustainable materials and products, but behavior change is needed to make proper disposal and correct sorting of waste materials the routine practice. Reducing waste sent to the landfill, and thus the environmental impact, depends on the collective choices of all students and staff to reduce, reuse and correctly recycle. Serving meals with more vegetables and less meat is both healthier for the student population and has less of an impact on the climate. Purchasing locally produced food also benefits our local economy and lessens the impact of transporting food for use in our schools.

Each day, every student and staff member – both central office and school-based – makes choices on how they will dispose of waste materials. Students need to see staff practicing green choices and modeling green behaviors in everyday actions. Choices of the staff in what to purchase and how to dispose of those items both directly and indirectly influence students’ choices.

Priority Recommendation #6: Commit to Sustainable Materials Management and Procurement outlines three Operational Actions and two Mitigation Actions considered critical to supporting the goals of this recommendation. No direct Adaptation Actions are outlined under this recommendation.

Operational Action	Recommendations	Within PGCPS Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Develop a Sustainable Purchasing Policy	●	●	●	●	1-2
2	Reduce School Meal Packaging Sent to the Landfill	●	●	●	●	1-2
3	Promote Recycling and Waste Reduction In PGCPS	●	●	●	●	2-5

Mitigation Action	Recommendations	Within PGCPS Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Improve the Carbon Footprint of the Waste Collection System	●	●	●	●	1-3
2	Expand Tracking of Waste and Diversion Rates	●	●	●	●	3-10

KEY: Yes ● Emerging ● To Be Developed ○

NOTES: Timeline from 2022. For details of each operational recommendation, view the full *Climate Change Action Plan*.

Priority Recommendation #7: Commit to Climate Resilient Land Management

PGCPS operates 255 schools, centers, administration buildings and bus lots, totaling nearly 20 million square feet of buildings, encompassing 3,400 acres of land. Much of this PGCPS property is covered by impervious surfaces – buildings, sidewalks, asphalt driveways and parking lots. Turf for playing fields is rated 0.25 impervious, though heavily compacted turf contributes greater runoff. The extent of impervious surfaces throughout the school system presents a distinct challenge for meeting county climate goals.

For instance, the CCAP recommends that the county take a “no net loss” approach to maintain the current tree canopy of 52% (CCAP Priority Recommendation M-11). The county’s land use practices are failing to meet this target, as the county has lost over 11 square miles of tree canopy between 2014-2018. Given the extents of buildings, parking and athletic fields required for schools, a “no net loss” policy will at best preserve a tree canopy ratio that is well below the 52% target. Substantive changes are needed to the way we plan and develop new schools, but perhaps the greatest challenge is changing how we manage the environmental resources embedded in our existing schools.

At present, 88 schools out of 208 schools and centers in the PGCPS system report flooding issues. Some school flooding may be correctable with careful analysis and green infrastructure design, but others will require more extensive remediation. Moving forward, PGCPS will need to seek every opportunity to mitigate stormwater runoff and urban heat islands by developing more sustainably, and by managing existing school landscapes differently.

Achieving climate goals for stormwater and land management requires that PGCPS align their actions internally throughout the school system, and externally with County operations in other departments, such as Department of Permitting, Inspections and Enforcement (DPIE), Department of Public Works & Transportation (DPW&T) and Department of the Environment (DoE). This represents a significant change to operations and will require commitment to specific, trackable actions that are implemented from the ground up and supported at every level of authority. It is particularly important to involve employees at all levels of operations, including principals, teachers, facility managers, inspectors, groundskeepers and administrative staff, as well as interested parents, students and community Green Team members.

Community engagement was evidenced by responses from the PGCPS Climate Change Action Plan survey, conducted in fall 2021. Respondents were educators, students and parents from the PGCPS community, many of whom articulated deep concerns about neighborhood flooding, loss of forests and the loss of nature to future generations. Community members expressed a strong interest in climate goals tied to green stormwater management, advocating for bioretention, porous paving, tree planting, conversion to native plants and outdoor classrooms.

Priority Recommendation #7: Commit to Climate Resilient Land Management outlines four Operational Actions, four Mitigation Actions, and four Adaptation Actions considered critical to supporting the goals of this recommendation.

As the committee developed these recommendations, we have tried to avoid overly general suggestions that do not address the current reality of fragmented programs and lack of accountability for environmental outcomes. For example, a recommendation to plant a certain number of trees yearly is not accountable given the current process, where tree planting decisions are made incrementally, one school, one program and one employee at a time.



Community partners made the Laurel Elementary School rain garden possible.



I'm inspired by the students, teachers and facility managers who are 100% committed to the outdoor classroom learning, with its focus on sustainable stormwater treatment and native planting. Every school can be a demonstration of what is possible when we work together for a climate-ready future."

Marita Roos, RLA, Principal,
UrbanBiology LLC, Neighborhood Design
Center (Retired) and Work Group Member



Students worked with The Neighborhood Design Center to plant trees at Eleanor Roosevelt High School.



This generation of students stands to face the worst impacts of climate change if we don't act boldly and immediately. I'm inspired by their commitment and resilience, and I wanted to do what I could to contribute to a healthy and just world for their and future generations."

Chloë Waterman, Program Manager,
Friends of the Earth's Climate-Friendly
Food Purchasing Program
and Work Group Member

Systemwide commitment to this climate policy, with buy-in at every level of staffing and management, is needed; otherwise routine decision-making will continue to impede policy action. Constant engagement with supportive individuals – parent organizations, Green Teams and local elected officials – is essential to build a culture of stewardship that will support decisions and actions needed to make this plan a reality.

Operational Action	Recommendations	Within PGPCS Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Conduct a Systemwide Landscape Inventory and Develop a Plan for Green Infrastructure and Sustainable Landscape Management	●	●	●	●	3-5
2	Establish a Systemwide Project Database with Tracking and Monitoring for all Green Infrastructure and Conservation Landscapes	●	●	●	●	3-5
3	Incorporate Stormwater Management Activities into School Curriculum to Enhance Climate Science	●	●	●	●	3-5
4	Streamline the Review Process for Green Infrastructure Projects and Separate the Review Process from the Current Site Permitting Process	●	●	●	●	1-3

Mitigation Action	Recommendations	Within PGPCS Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Plant More Trees at Each School and Across the School System	●	●	●	●	1-5
2	Plant Native Plants and Create Conservation Landscapes for Stormwater and Multiple Benefits	●	●	●	●	1-5
3	Increase the Number of School-Based Green Infrastructure Projects	●	●	●	●	3+
4	Transition Sports Field Surfaces to Natural Turf	●	○	●	●	3-5

Adaptation Action	Recommendations	Within PGPCS Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Reduce Paved Surfaces and Replace Remaining Impervious Parking Areas with Pervious Paving	●	●	●	●	3+
2	Investigate Building Structures and Retrofit Green Roofs Where Feasible	●	●	●	●	3+
3	Preserve Existing Trees and Woodlands During Site Development Process	●	●	●	●	1-15
4	Reuse Already Developed Properties for School Sites	●	●	●	○	1-15

KEY: Yes ● Emerging ● To Be Developed ○

NOTES: Timeline from 2022. For details of each operational recommendation, view the full *Climate Change Action Plan*.

Priority Recommendation #8: Lead by Example to Support Transformational Change

The school community must lead by example by taking immediate actions to curb greenhouse gas emissions and increase climate resilience in the school system. As climate change accelerates, climate-related natural disasters are becoming more frequent, deadly, and destructive, with growing human and financial costs. To protect our community's health and well-being, implementing the CCAP must become the top priority. Additionally, in leading, PGCPs can engage more fully students that will be experiencing the long-term impacts of climate change and provide them with the tools and knowledge to tackle the problem. The following recommendations touch on the transformational change necessary to implement a holistic plan and truly demonstrate climate leadership.

Priority Recommendation #8: Lead by Example to Support Transformational Change outlines eight Operational Actions considered critical to supporting the goals of this recommendation. No direct Mitigation or Adaptation Actions are outlined under this recommendation.

Operational Action	Recommendations	Within PGCPs Control	Existing Initiative Alignment	Operational Readiness	Cost Effectiveness	Timeline (Years)
1	Create a Sustainability & Resiliency Officer Position in the PGCPs Administration	●	○	●	●	1-2
2	Ensure that Equity Permeates Through All Decisions Implementing the CCAP	●	●	○	○	1+
3	Ensure Equitable, Meaningful Student and Community Engagement	●	●	●	●	1+
4	Ensure that Negotiated Workforce Contracts Respond to the CCAP Recommendations	●	○	●	●	1+
5	Lobby for Necessary Changes to State, County and Federal Law and Regulations	●	●	○	●	1+
6	Ensure that Capital Program and Other Budgetary Decisions Keep the CCAP Goals	●	○	●	●	1+
7	Calculate a PGCPs Greenhouse Gas Inventory	●	○	●	●	2-5
8	Update Inaugural Climate Change Action Plan	●	○	●	●	5

KEY: Yes ● Emerging ● To Be Developed ○

NOTES: Timeline from 2022. For details of each operational recommendation, view the full *Climate Change Action Plan*.



PGCPs students and parents rally for electric buses during the 2022 Maryland General Assembly Session in Annapolis.



As a parent, a PGCPs employee and an advocate, it is important that we take action towards developing a climate-friendly present and future for the next generation. The actions that this work group is taking on climate change will lead the way for the next generation in PGCPs and Prince George's County."

David W. Smith Sr., District Liaison at Prince George's County Board of Education, PGCPs Alumni and Work Group Administrator



We need to do what we can to show the next generation we are taking action on climate change and are doing our part to help make that happen for my children and all of their peers. This work we have done together, when implemented, will lead to a healthier learning environment for PGCPs students and a better future for all Prince Georgians.”

Joseph Jakuta, Work Group Co-Chair,
Lead Volunteer, Climate Parents
of Prince George’s

Summary and Next Steps

Mitigating greenhouse gas emissions and adapting to climate change that is already occurring will be a challenge for everyone, including PGCPs. However, through this work, the Focus Work Group has determined that progress is already being made at PGCPs and that many of the solutions that are needed can be implemented. However, change is needed. Staff will need to learn new skills and take new approaches. Funding will have to be obtained and approaches to allocating resources over time will have to be altered. New skilled staff will be needed to perform new tasks or revitalize tasks that had been cut from operations and budgets.

Though there will be challenges and change, the CCAP Focus Work Group did find that all stakeholder groups in the county are ready to help. Students are passionate about solving the problem and many will be active in doing so and learning about environmental issues. Many staff members are very knowledgeable about the issues facing PGCPs from climate change and are ready to use their skills to attack the problem. The community at large is also very interested in this work. The people of Prince George’s County are ready to tackle the problem of climate change in our school system. Next steps will begin immediately upon adoption of the CCAP by the Prince George’s County Board of Education. Stakeholders will be invited to serve on the CCAP Implementation Advisory Group Ad Hoc Committee of the Board of Education and on the task forces and work groups outlined in the plan. Agenda planning for the first Climate Ready Leadership Summit will begin by September 2022.

Mount Rainier Elementary School students
celebrate Walk/Bike to School Day.



Climate Change Action Plan Focus Work Group

Climate Change Action Plan Focus Work Group members represented all areas of PGCPs and are experts in their specialized area. They brought a wealth of knowledge to the table, and were passionate about taking action in our public schools to combat climate change.

Work Group Members

Pamela Boozer-Strother, Co-Chair | District 3 Prince George's County Board of Education Member and PGCPs Parent
Joseph Jakuta, Co-Chair | Lead Volunteer, Climate Parents of Prince George's and PGCPs Parent
Kate Culzoni | CCAP Volunteer Facilitator and PGCPs Parent
Donald Belle | Environmental Programs Leader & Teacher Environmental Outreach Educator, William S. Schmidt Outdoor Education Center, PGCPs
Nanette Amihere | Charles H. Flowers High School Class of 2021
Asia Gray | Charles H. Flowers High School Class of 2021 and Columbia University Class of 2025
Nithin Gudderra | Oxon Hill High School Class of 2023
Breanna Malcolm | Eleanor Roosevelt High School Class of 2022
Ja'Bari Woodberry | Fairmont Heights High School Class of 2023
Sonya Williams | Board of Education Vice-Chair and District 9 Member, PGCPs Parent and Alumni
Mary A. Lehman | Maryland General Assembly Delegate, District 21, PGCPs Parent and Alumni
Deni Taveras | District 2 Council Member, Prince George's County Council
Donald Goldberg | Executive Director and Founder, Climate Law & Policy Project (CLPP)
Ramón Palencia-Calvo | Deputy Executive Director, Maryland League of Conservation Voters, CHISPA Maryland Director
Michael Harris | Senior Capital Projects Manager, Bowie State University
Chloë Waterman | Program Manager, Friends of the Earth's Climate-Friendly Food Purchasing Program
Marita Roos, RLA | Principal, UrbanBiology LLC
Dawn Holton, PE | A/E Design Supervisor/Senior Mechanical Engineer, PGCPs Department of Capital Programs and PGCPs Alumni
Jamee Alston | Management Analyst, PGCPs Department of Building Services
David Hill | Transportation Operations Supervisor, PGCPs
Martin Diggs | President, ACE/AFSCME, LOCAL 2250, AFL-CIO
Alveta Addison | Co-Chair, Alpha Kappa Alpha Environmental Justice Committee
Michelle Smith | Assistant Principal, Largo High School; Academic Resource Teacher, Academy of Health Sciences @PGCC and PGCPs Alumni

Supporting Staff

Valerie Ervin | Special Assistant to the Chief of Staff, PGCPs
David W. Smith Sr. | District Liaison, Prince George's County Board of Education



Arrowhead Elementary School students enjoy a stream ecology session at the William S. Schmidt Outdoor Education Center.



The work ethic and information emerging from this Climate Change Action Plan Work Group is just incredible. When I look at the way PGCPs focus work groups of the Board of Education should operate, I point to this group as a best practice, from stakeholder engagement to knowledge management and transparency."

Sonya Williams, Vice-Chair & District 9 Board Member, PGC Board of Education, PGCPs Parent & Alumni and Work Group Member



Volunteers work on the Kenilworth Elementary School outdoor classroom.

Expert Advisors

Dr. Alvin Thornton | Former Chair, Prince George's County Board of Education; Chair, Thornton Commission on Education Finance, Equity and Excellence
 Dawn Hawkins-Nixon, P.E. | Associate Director, Sustainability Division, Prince George's County Department of Environment
 Mary Abe, RLA, LEED AP, Section Head | Natural Resource Protection & Stewardship, Sustainability Division, Prince George's County Department of the Environment
 Senator Clarence Lam | Maryland General Assembly, District 12
 Abel Olivo | Executive Director, Defensores de la Cuenca
 Staci Hartwell | Co-Chair, Environmental and Climate Justice Committee, Maryland NAACP
 Jan-Michael Archer | Doctoral Candidate, University of Maryland, Community Engagement, Environmental Justice, and Health (CEEJH)
 Emily Frias | Maryland Grassroots Coordinator, Chesapeake Climate Action Network (CCAN)
 Dr. Kia McDaniel | Director, Curriculum and Instruction, PGCPS
 Desann Manzano-Lee | Instructional Specialist, PGCPS
 Dr. Judith White | Chief Academic Officer, PGCPS
 Dr. Jean-Paul Cadet | Director, Career Technical Education, PGCPS
 Doris Reed | Executive Director, ASASP
 William Sellman | President, SEIU Local 400
 Elizabeth Bunn | National Policy and Maryland State Director, Labor Network for Sustainability
 Joan Shorter | Director, Food and Nutrition Service (FNS), PGCPS
 Sara Gillespie | Maintenance Technician for Recycling, PGCPS
 Diana E. Conway | President, Safe Healthy Playing Fields Inc.
 Dr. Kathleen Michaels | Advocate, Safe Healthy Playing Fields Inc.
 Joe Richardson | Lunch Out of Landfills
 Shawn Matlock | Director, Capital Programs, PGCP
 Antoine Taylor | Operations Supervisor, Building Services, PGCP
 Sam Stefanelli | Director, Building Services, PGCP
 Reilly Loveland | Senior Project Manager, New Buildings Institute
 Dr. Rudolph Saunders | Director, Transportation, PGCP
 Dr. Mark Fossett | Chief Operating Officer, PGCP
 Dr. Charoscar Coleman | Associate Superintendent-Supporting Services, PGCP
 Mark Dreszer | Supervisor, Central Garage Services, PGCP
 Christine Gerbode | Former Senior Research Analyst, ACEEE
 Dr. Avi Mersky | Transportation Program Senior Researcher, ACEEE
 Karen Bowlding | Maintenance Training Specialist, Building Services - Electric Shop, PGCP
 James Roberson | Instructional Specialist - Environmental Literacy, William S. Schmidt Outdoor Education Center, PGCP
 Eric Jones | Program Manager, Corvias (Clean Water Partnership)
 Ariel Trahan | Director of River Restoration Programs, Anacostia Watershed Society
 Sadie Drescher | Vice President of Programs for Restoration, Chesapeake Bay Trust
 Valerie Woodall | Grounds Committee, Mount Rainier Elementary School PTO
 Antoine Thompson | Executive Director, Greater Washington Region Clean Cities Coalition

Student Town Hall Moderators

Asia Gray* | Charles Herbert Flowers High School
 Nithin Gudderra* | Oxon Hill High School
 Breanna Malcolm* | Eleanor Roosevelt High School
 Ja'bari Woodberry* | Fairmont Heights High School
 Javier Fuentes | Laurel High School
 Jessica Watts | Friendly High School
 Sydnee Assan | Charles Herbert Flowers High School
 Esther Binigbolo | Charles Herbert Flowers High School
 Laylah-Toné Castro | Academy of Health Sciences @PGCC
 Chari Molley | Academy of Health Sciences @PGCC

Hopeabigail Mbanga | Academy of Health Sciences @PGCC
 Hailey Bowen | Academy of Health Sciences @PGCC
 Cheryl Fagbemi | Academy of Health Sciences @PGCC
 Hope Tiwang | Academy of Health Sciences @PGCC
 Maya Miller | Eleanor Roosevelt High School
 Jehan Idsassi | Eleanor Roosevelt High School
 Chad Bo | Eleanor Roosevelt High School
 Jennifer Tepetate | Eleanor Roosevelt High School
 Maha Idsassi | Eleanor Roosevelt High School

*Work Group Member

More Information

For news, more information and to view the full Climate Change Action Plan, visit:
www.pgcps.org/climate

Helpful Resources

Prince George's County Public Schools (PGCPS) website www.pgcps.org

Transformation 2026 Equity & Excellence: PGCPS 2021–2026 Strategic Plan www.pgcps.org/globalassets/offices/accountability/docs---accountability/sprm/2021-2026-equity-strategic-plan.pdf

Intergovernmental Panel on Climate Change (IPCC) www.ipcc.ch/

Prince George's County Climate Action Commission. "Climate Action Plan." January 2022. www.princegeorgescountymd.gov/3748/Climate-Change

The Paris Agreement <https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement>

Metropolitan Washington Council of Governments 2030 Climate and Energy Action Plan www.mwcog.org/documents/2020/11/18/metropolitan-washington-2030-climate-and-energy-action-plan/

Maryland General Assembly Climate Solutions Now Act 2022 <https://mgaleg.maryland.gov/2022RS/bills/sb/sb0528E.pdf>

State of Maryland 2030 Greenhouse Gas Reduction Act Plan [https://mde.maryland.gov/programs/Air/ClimateChange/Pages/Greenhouse-Gas-Emissions-Reduction-Act-\(GGRA\)-Plan.aspx](https://mde.maryland.gov/programs/Air/ClimateChange/Pages/Greenhouse-Gas-Emissions-Reduction-Act-(GGRA)-Plan.aspx)

US Department of Education Climate Adaptation Plan September 2021 www.sustainability.gov/pdfs/ed-2021-cap.pdf

Aspen Institute K12 Climate Action Plan 2021 www.k12climateaction.org/blog/climate-action-plan-2021

Sierra Club Climate Parents 100% Clean Energy School Districts Campaign www.sierraclub.org/climate-parents

PGCPS Student Town Hall, May 20, 2021 <https://youtu.be/0XkSlrj3tjY>

PGCPS Town Hall, February 17, 2022 www.youtube.com/watch?v=El7dBk9jQcU

Maryland Association for Environmental & Outdoor Education (MAEOE) website www.maeoe.org/

Anacostia Watershed Society Treating & Teaching. www.anacostiaws.org/what-we-do/education/school-based-programs/treating-and-teaching.html

Clean Water Partnership, CWP Schools Program. <https://thecleanwaterpartnership.com/cwp-schools-program/>

Prince George's County Food Security Task Force Recommendations 2021, pages 9–10. https://pgccouncil.us/DocumentCenter/View/6996/PGCC-FSTF-Report_ONLINE2022

Maryland General Assembly. MD HB 983 Public Schools – Food Recovery Programs – Authorization <https://mgaleg.maryland.gov/2016RS/bills/hb/hb0983T.pdf>

Laurel High School Student's Eco-Activism Has Global Reach www.marylandmatters.org/2022/01/16/laurel-high-school-students-eco-activism-has-global-reach

News Release: PGCPS to Receive Funding for Electric School Bus

www.pgcps.org/offices/communications-and-community-engagement/newsroom/news/newsroom-archives/2019---2020/news-release-pgcps-to-receive-funding-for-electric-school-bus

PGCPS Recycling www.pgcps.org/recycling

PGCPS Department of Capital Programs <https://offices.pgcps.org/cip/>

PGCPS Department of Building Services www.pgcps.org/offices/building-services

PGCPS Career & Technical Education (CTE) website www.pgcps.org/offices/career-and-technical-education

PGCPS Transportation Department www.pgcps.org/offices/transportation

"Green Power for PGCPS" presentation by Michael Harris, Bowie State University, to CCAP Focus Work Group, November 3, 2021 [https://go.boarddocs.com/mabe/pgcps/Board.nsf/files/C8ET-7G75E29D/\\$file/SOLAR%20POWER%20FOR%20PGCP%20-%20FINAL.pdf](https://go.boarddocs.com/mabe/pgcps/Board.nsf/files/C8ET-7G75E29D/$file/SOLAR%20POWER%20FOR%20PGCP%20-%20FINAL.pdf)

"PGCPS New Construction Overview" for CCAP Focus Work Group, October 20, 2021 [https://go.boarddocs.com/mabe/pgcps/Board.nsf/files/C82HMD49233B/\\$file/CCAP%20-%20Green%20Schools%20Overview.pdf](https://go.boarddocs.com/mabe/pgcps/Board.nsf/files/C82HMD49233B/$file/CCAP%20-%20Green%20Schools%20Overview.pdf)

"New Buildings Institute Zero Energy and Carbon Schools in Maryland" presentation to the CCAP Focus Work Group, October 20, 2021 [https://go.boarddocs.com/mabe/pgcps/Board.nsf/files/C82HSJ49E063/\\$file/CCAP%20-%20Zero%20Energy%20and%20Carbon%20Schools%20in%20MD.pdf](https://go.boarddocs.com/mabe/pgcps/Board.nsf/files/C82HSJ49E063/$file/CCAP%20-%20Zero%20Energy%20and%20Carbon%20Schools%20in%20MD.pdf)

PGCPS Educational Facilities Master Plan (EFMP) FY22 Amendments <https://offices.pgcps.org/capital-programs/capital-programs/cards/Educational-Facilities-Master-Plan/>

PGCPS William S. Schmidt Outdoor Education Center, Environmental Literacy and Outdoor Education Annual Report, 2021 <https://drive.google.com/file/d/1LPK-DbgRV8IKZsUyKsld55mscrYX-QWDK/view>

The Future of CTE in PGCPS presentation to Board of Education Climate Change Action Plan Focus Work Group, July 2021 [https://go.boarddocs.com/mabe/pgcps/Board.nsf/files/CCBKHG51F-1D6/\\$file/The%20Future_%20CTE%20in%20PGCPS%20\(1\).pdf](https://go.boarddocs.com/mabe/pgcps/Board.nsf/files/CCBKHG51F-1D6/$file/The%20Future_%20CTE%20in%20PGCPS%20(1).pdf)



Central High School students at the William S. Schmidt Center.

