

CLIMATE CHANGE ACTION PLAN

YEAR END REPORT | JULY 2025

REPORT OF ACCOMPLISHMENTS AND INITIATIVES
IMPLEMENTED FOR PERIOD: JULY 2024 - JUNE 2025



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Climate Change Action Plan

Operational Committee Members

- **Jamee Alston**, Management Analyst, Department of Sustainability and Resilience
- **Kristi Murphy Baldwin**, Chief Human Resources Officer
- **Donald Belle**, Supervisor, PreK-12 Science, Department of Curriculum & Instruction
- **Jeffery Carpenter**, Director, Employee and Labor Relations
- **Charoscar Coleman**, Chief Operating Officer
- **Garth Deitzer**, Maintenance Planner, Department of Building Services
- **Mark Dreszer**, Supervisor of Garage Operations, Transportation/ Central Garage Department
- **Christina Garcia-Starling**, Program Manager, Department of Sustainability and Resilience
- **Regina Garrett-Spruill**, Supervisor, CTE-Environmental Resources and Transportation Technologies
- **Sara Gillespie**, Recycling Technician, Department of Sustainability and Resilience
- **Lisa Howell**, Chief Financial Officer
- **David Hill**, Transportation Operations Supervisor, Transportation Department
- **Dawn Holton**, Senior Mechanical Engineer, Department of Capital Programs
- **Sheila Jackson**, Director, Family and School Partnerships
- **Shayla Jackson**, Director, Department of Capital Programs
- **Shawn Matlock**, Office of Alternative Infrastructure Planning and Development
- **Lynn McCawley**, Senior Public Information Specialist, Office of Communications
- **George McClure**, Supervisor of Athletics
- **John McDaniels**, Program Coordinator, Department of Career and Technical Education/ JROTC, Public Safety and Homeland Security
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- **Max Pugh**, Web Services Supervisor, Office of Communications
- **David Rease**, Associate Superintendent, Transformation, Leadership, and Continuous Improvement
- **Keba Baldwin**, Director, Transportation and Central Garage
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- **Mary Kirkland**, Director, Food and Nutrition Services
- **Ronald Skyles**, Architectural Project Manager, Department of Capital Programs
- **Pamela Smith**, Director, Career and Technical Education
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- **Jason Walker**, Energy Management/Building Automation Technician, Department of Building Services
- **Jason Washington**, Associate Superintendent, Supporting Services
- **Melissa Wilson**, Supervisor, School Leadership Programs, Office of Professional Learning and Leadership
- **Regina Garrett-Spruill**, Supervisor, CTE-Environmental Resources and Transportation Technologies

Prince George's County Board of Education (July 2024-June 2025)

- **Branndon D. Jackson** (Chair / District 6)
- **Jonathan Briggs** (Vice-Chair / District 2)
- **Dr. Tiffini Andorful** (District 1)
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- **Erioluwa Ajakaye**
(Student Member of the Board)
- **Millard House II**, Superintendent



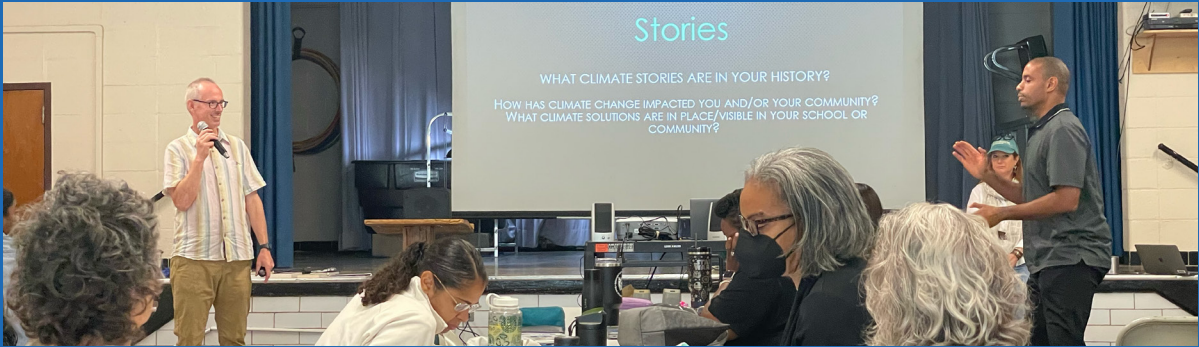
BACKGROUND SUMMARY

On March 1, 2021, the Prince George's County Board of Education established the Climate Change Action Plan (CCAP) Focus Work Group to develop a plan for creating and meeting climate action goals. Prince George's County Public Schools (PGCPS) will work to meet U.N. Intergovernmental Panel on Climate Change (IPCC) emission reduction targets by 2030 or 2040, depending on the target. To begin implementing the 58 CCAP items, the Chief Executive Officer created a CCAP Operational Committee, composed of PGCPS staff members who meet monthly to review each action item, share progress for each priority area, and discuss plans to continue moving the work forward. Additionally, eight priority area implementation work groups with technical expertise have been established and meet as often as required to execute tangible project tasks, which are reported on during the larger monthly Operational Committee meetings.

An annual report is published in July each year, as well as a mid-year update, to keep all stakeholders informed of our progress and ways they can support our continued work to reduce our carbon footprint. The report focuses on how a changing climate affects K-12 education and the actions needed to move toward a carbon-neutral future. PGCPS believes taking urgent action to combat climate change is critical to the future of our students and our community. The CCAP empowers 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.

The Department of Sustainability and Resilience (DSR) champions the implementation of the CCAP and drives sustainability ethics in the school district. DSR collaborates with the Board of Education, members of the eight CCAP Priority Commitment work groups, and community partners throughout the implementation process. DSR increased its capacity by welcoming two Program Managers during the 2024-2025 school year. Though not all-inclusive, the 2025 CCAP Year-End Report highlights some key accomplishments toward the CCAP implementation for the period of July 2024 through June 2025.

For a full accounting of CCAP implementation progress and achievements to date, prior CCAP reports can be accessed [here](#).



PRIORITY RECOMMENDATION #1

Support Environmental Justice Through Climate Curriculum. Training and Partnerships

This recommendation is important because the awareness that is gained through education of our students, staff and the community is the first step in creating understanding about climate change issues, critical thinking and personal behavior change to do the right thing. This in turn leads to tangible actions for climate solutions.

EDUCATE

- Three new Career and Technical Education (CTE) Interactive Media Production (IMP) courses were written for SY 2025-26 and beyond. The new curriculum includes two strands on Interactive Media, including the climate-change-themed initiatives timed ahead of Earth Day, both Animation and Motion Graphics pathways.

INCORPORATE CLIMATE AND ENVIRONMENTAL JUSTICE CURRICULUM INTO LEARNING STANDARDS AND BENCHMARKS

- During the past school year, climate change education was augmented in the following offices and content areas through either curriculum or program enhancements: Junior Achievement (JA) Finance Park®, Howard B. Owens Science Center, William S. Schmidt Outdoor Education Center, Science, Social Studies, and Health.
- Professional development reached teachers across all grade levels and content areas in addressing Climate Change and Environmental Justice.

LAUNCH ANNUAL CLIMATE-READY LEADERSHIP SUMMIT

- The 2025 Sustainability and Climate Leadership Peer Workshop was held alongside the Student Environmental Alliance Summit on April 24 at Bowie State University with over 50 participants, composed of PGCPs staff and students, Local Education Agencies from across the state, and other public and private partners.
- The Environmental Alliance Summit was held in April 2025, with high school students from around the district learning about climate change issues in the region and how to advocate for change.



PRIORITY RECOMMENDATION #2

Reduce Carbon Footprint from PGCPS Buildings

Commercial building energy use is one of the largest contributors of greenhouse gas emissions at around 30% in Maryland, second only to the transportation sector. Decarbonizing our buildings through energy efficiency measures and sourcing clean renewable energy to power our facilities will help reduce our carbon footprint.

COLLECT AND DISSEMINATE DATA ON BUILDING ENERGY PERFORMANCE

- The Maryland Energy Administration (MEA) FY22 Decarbonizing Public Schools Program Pilot Grant supported the energy data migration over to the U.S. Environmental Protection Agency's Energy Star Portfolio Manager Tool. This established the baseline for Prince George's County Public Schools (PGCPS) energy management efforts.
- The MEA FY25 Decarbonizing Public Schools Program grant was awarded to PGCPS in the amount of \$143,000 in March 2025. This grant will support uploading additional energy data to the Energy Star Portfolio Manager Tool.
- PGCPS will utilize Portfolio Manager energy data to begin benchmarking PGCPS facilities.
- PGCPS applied for the U.S. Department of Energy Champions Leading the Advancement of Sustainable Schools (CLASS) program in October 2024. PGCPS was one of sixty Local Education Agencies (LEAs) selected to participate in the 2024-2025 cohort; however, this program was paused in early January 2025. One of the goals of participation would have been to receive supplemental resources to support strategic energy management and benchmarking of PGCPS facilities.

PERFORM COMPREHENSIVE ENERGY AUDIT ON ALL EXISTING BUILDINGS AND RELY ON DATA FOR THE EDUCATIONAL FACILITIES MASTER PLAN (EFMP) CYCLES

- PGCPS was afforded the opportunity to participate in a Washington Gas pilot program that will assist with reducing energy consumption at four high schools: Charles H. Flowers High School, Dr. Henry A. Wise Jr. High School, Friendly High School and Surrattsville High School.
- PGCPS will participate in a virtual commissioning program that will target PGCPS facilities with data that presents opportunities for Greenhouse Gas reduction by adjusting scheduling/setpoints.



PRIORITY RECOMMENDATION #3
Commit to Renewable Energy Sources for a Net-Zero Emissions Future

PGCPS has committed to develop all new construction with clean renewable energy sources such as solar and geothermal. Clean renewable energy sources are not as carbon intensive as energy from fossil fuel. As we increase our renewable energy portfolio, we get closer to net-zero emissions with the co-benefit of energy affordability, as renewables cost less to produce.

**INSTALL SOLAR
PANELS ON PGCPS
PROPERTIES**

- In 2025, PGCPS signed a rooftop solar photovoltaic (PV) Power Purchase Agreement (PPA) for its six P3 (Public-Private Partnerships) schools that opened in 2023. Construction meetings continue, and rooftop solar PV arrays will be installed once permitting is approved by the Prince George’s County Department of Permitting Inspections and Enforcement (DPIE). Each school is moving through DPIE at different paces.
- The Maryland Energy Administration FY25 Decarbonizing Public Schools Program grant was awarded to PGCPS in the amount of \$396,000 to help with the cost of solar installation at William Wirt Middle School.
- PGCPS’s new 2024 schools, Ellen Ochoa Middle School and NEW William Wirt Middle School, have rooftop solar PV. Ellen Ochoa is also powered by geothermal energy.
- NEW Suitland High School will have a combination vegetative and solar PV roof. This is anticipated to be completed in May 2028.
- PGCPS issued a Request for Information (RFI) for Renewable Energy Development in June 2025. The RFI will close in October 2025. The goal is to acquire data points to inform a future Request for Proposal (RFP) to award Master Contractors for Solar Development, Operation and Maintenance.

**SIGN ONTO
POWER PURCHASE
AGREEMENTS
(PPAS) FOR
OFF-SITE
RENEWABLE
ENERGY**

- PGCPS will move forward with its inaugural ground solar PV project thanks to an AltaGas and Energy Artisans partnership shared by Prince George’s County Government with PGCPS. PGCPS aspires to sign a PPA before the end of summer 2025.



PRIORITY RECOMMENDATION #4

Commit to Low-Carbon School Transportation

Diesel engine buses, while cheaper on the front end, have pricy maintenance and fuel costs. As PGCPs turns over its diesel engine fleet for cleaner alternative fuel powered vehicles, long-term cost efficiencies will be realized as well as reduction in harmful tail pipe emissions. This may compromise the health of our students, especially those with upper respiratory ailments such as asthma.

ELECTRIFY ALL BUSES BY 2040

- PGCPs was awarded a \$2.4 million grant from the Maryland Energy Administration Electric School Bus Program that will aid in acquiring up to eight additional electric buses, bringing the total to date to about 20 buses.
- There is ongoing construction at the Mullikin Bus Lot to build out the charging infrastructure needed to accommodate our growing fleet of electric school buses along with a pilot microgrid to build resiliency.
- We have invested in continued training of staff on the operation of electric school buses.

MODIFY BUS ROUTE TO FUEL USE

- Berwyn Heights Elementary was used to test and implement an electric school bus route.



PRIORITY RECOMMENDATION #5

Reduce Food Waste and Grow Climate-Friendly Food

In 2023, an estimated 40% of Maryland schools' cafeteria garbage was food waste. This includes both food scraps and uneaten food, with half of the waste being food scraps and paper trays. PGCPs is working to craft solutions through food composting programs in schools.

REDUCE SCHOOL FOOD WASTE AND INCREASE COMPOSTING

- PGCPs expanded its off-site composting program to include eight additional schools during the 2024-2025 school year.
- PGCPs Administrative Procedure 2810 – Recycling Program was developed to create a Food Waste Reduction Plan at schools and facilities. It has been approved and posted on the PGCPs website.

IMPLEMENT VALUES-DRIVEN, CLIMATE-FRIENDLY FOOD

- The Food and Nutrition Department is working with students and parents to develop tasty menus and healthier and locally sourced options to minimize food waste in our school cafeteria.
- A survey was conducted districtwide to determine the opinions and food preferences of students.

CREATE RESILIENT FOOD PRODUCTION ON PGCPs PROPERTIES

- Following various conversations with community-based organizations and the Prince George's County Department of the Environment, leaders in PGCPs met in early June 2025 to discuss developing an Administrative Procedure that will govern the use of school properties as community gardens and food forests that will benefit student learning and promote community food sovereignty.



PRIORITY RECOMMENDATION #6

Commit to Sustainable Materials Management and Procurement

A part of PGCPs's materials management strategy incorporates recycling at all schools and administrative offices. Each year, we aim to and have incrementally increased the tonnage of recycled materials that are diverted from the landfill. Educating students, teachers and staff on recycling helps us achieve this goal.

PROMOTE RECYCLING & WASTE REDUCTION

- Multiple waste management professional development sessions were developed and delivered to teachers and building supervisors, focusing on recycling, composting and waste reduction.
- K-5 waste reduction lessons were implemented in the science curriculum during the third week of school.

REDUCE SCHOOL MEAL PACKAGING SENT TO THE LANDFILL

- Through a student-led effort, plastic bag usage at Kenmoor Middle School was eliminated in SY24-25. The goal is to remove these bags from all schools during the breakfast program in SY25-26.

DEVELOP SUSTAINABLE PURCHASING POLICY

- Developed and adopted a Sustainable or Green Purchasing Policy, which was approved by the Board Of Education Policy & Governance Committee in April 2025.



PRIORITY RECOMMENDATION #7

Commit to Climate Resilient Land Management

PGCPS's climate resilient land management considers how school grounds are managed and how this process can be redirected to achieve climate goals, with community engagement and stewardship-based environmental curriculum key to the process. Building the right partnerships and policies in mitigating stormwater runoff requires planning from project initiation to completion. Design teams will seek to minimize impact on existing sites by specifying native vegetation and minimizing site disturbance to the extent possible within site constraints. Planting trees on school grounds will provide shade, erosion control and carbon sequestration.

PROMOTE RECYCLING & WASTE REDUCTION

- November 2024 was the biggest school planting in years by Casey Trees with 38 trees, including an open outdoor classroom design that will look great in spring 2025 for many years.
- With the support of Buildings Services, Casey Trees provided the Final Lewisdale Map of 25 trees planted of 30 different tree species at Benjamin D. Foulois Creative & Performing Arts Academy, Imagine Foundations at Leeland Public Charter School, and Lewisdale Elementary.

PRIORITY RECOMMENDATION #7 (CONTINUED)

Commit to Climate Resilient Land Management

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**INCORPORATE
STORMWATER
MANAGEMENT
ACTIVITIES INTO
THE SCHOOL
CURRICULUM**

- Incorporating Stormwater Management into the school curriculum has been on the forefront and focused to engage students in all aspects of CCAP goals. For example, Stormwater Management is a key component in the Biogeochemical systems curriculum with the integration of stormwater models.
- Incorporating Stormwater Management into the curriculum has enhanced environmental literacy by making students active participants in restoration and conservation, while reinforcing crosscutting concepts like systems thinking, patterns, and cause and effect.
- Through hands-on experiences, data collection, and problem-solving, students have built an understanding of how nature-based strategies like mussel restoration can be integrated into broader Stormwater Management frameworks—especially in urban watersheds like the Anacostia.

**DEVELOP A
DATABASE OF
LANDSCAPE
ASSETS**

- The dashboard was completed in 2023 and modified in 2024 to segment the data according to the priorities here:
Climate Change Action Plan (CCAP) Data Dashboard.



PRIORITY RECOMMENDATION #8

Lead by Example to Support Transformational Change

Leading by example for transformational change requires management support backed by allocation of resources (financial and human capital), establishing a network of partnerships, collaboration and advocacy at the strategic planning and policy development levels. PGCPs Board of Education, Executive Leadership, staff, and students alike are committed and leading the way.

BUILD IMPLEMENTATION CAPACITY

- The Department of Sustainability and Resiliency welcomed two Program Managers whose expertise will help move the important work on sustainability implementation.
- In collaboration with PGCPs's Division of Information Technology, a Sustainability Information Management System (SIMS) was developed to better manage CCAP implementation projects and track progress.
- Convened an Annual Sustainability and Climate Change Leadership Workshop with Local Education Agencies (LEAs) across the state and other stakeholders to engage in dialogue about solutions and challenges in implementing sustainability solutions.

INCORPORATE STORMWATER MANAGEMENT ACTIVITIES INTO THE SCHOOL CURRICULUM

- Leadership sessions focused on the process undertaken by Prince George's County Public Schools (PGCPs) to develop and implement their Climate Change Action Plan. Led by volunteer speakers from the initial CCAP work group, Board of Education members, staff, and different organizations such as Climate Parents of Prince George's County, and various Maryland LEAs. The discussions provided insight into the motivations, strategies, challenges, and collaborative efforts involved in establishing clean energy initiatives within the school system.

ENSURE EQUITY PERMEATES THROUGH CCAP IMPLEMENTATION DECISIONS

- PGCPs used equity tools such as the Maryland Department of the Environment's and the University of Maryland's Environmental Justice Screening tools and school prioritization data as it considered various projects and benefits to be implemented.