PCB Testing in Schools

Update



H.439 (2021) Legislative Session H.740 (2022) Legislative Session

- Education Funds: Allocate \$34.5M towards assessment and cleanup of PCBs in schools
- POLYCHLORINATED BIPHENYLS (PCBs) TESTING IN SCHOOLS
- (a) Notwithstanding 10 V.S.A. § 1283, of the funds transferred in Sec. D.101(a) of this act to the Environmental Contingency Fund, the Department of Environmental Conservation, in consultation with the Department of Health and the Agency of Education, shall use up to \$4,500,000 to complete air indoor quality testing for Polychlorinated Biphenyls (PCBs) in public schools and approved and recognized independent schools that were constructed or renovated before 1980. All schools subject to this subsection shall test for PCBs on or before July 1, 2025. It is the intent of the General Assembly to develop additional guidance during the 2022 legislative session.
- Sec. E.709.2 10 V.S.A. § 1283(g)(3) and § 6602(17) are amended to read: (3) "Release" means any intentional or unintentional action or omission resulting in the spilling, leaking, pumping, pouring, emitting, emptying, dumping, or disposing of hazardous materials into the surface or groundwaters, or onto the lands in the State, or into waters outside the jurisdiction of the State when damage may result to the public health, lands, waters, or natural resources within the jurisdiction of the State. "Release" also means the intentional or unintentional action or omission resulting in the spilling, leaking, emission, or disposal of polychlorinated biphenyls (PCBs) from public schools and recognized independent schools.
- \overline{ALSO}) \$2.5M provided for schools to conduct assessment/mitigation/remediation....\$32M to be discussed during 2023 legislative session.



E.709- Legislative Report Due January 15, 2023

- Testing Methodology used, including where and how samples were collected;
- Results from schools that were tested, any immediate responses that were taken by the school, and any planned responses that will take place by a school;
- A cost estimate for the work planned to take responses that will take place by a school;
- A cost estimate for the work planned to take place for schools that were tested, and any cost projections based on the sampling that has taken place;
- A schedule for testing all remaining schools, including whether testing will occur when students and staff are present in the school; and
- A proposal for how any required response to the presence of PCBs in a school shall be funded, including any proposed financial assistance from the State to schools to implement a required response.



State Program to test PCB's in School

- ANR, Health, AOE
 - Environmental Consultants contracted to conduct inventory and indoor air sampling
 - Health provided School Action Levels for ANR to use as standards for indoor air
 - Joint letter from ANR and Health detailing PCB detections and occupancy options followed by State Team meeting with school
 - AOE managing funding for schools to access to conduct additional work
 - Legislative report related to funding also due on January 15, 2023
 - Technical document development, FAQs, outreach meetings for schools, PCB database development
 - Coordination with USEPA
 - Technical assistance from University of Iowa Superfund Research Program
 (The ISRP is a research program studying the most precise way to measure and
 distinguish sources of PCBs that will lead to cost effective ways to lower
 indoor air levels of PCBs in schools)



State Program to test PCB's in School

- Prioritization of Schools for sampling
- All schools need to have a pre-sampling inventory
- $\textcolor{red}{\bullet} \hspace{2.5cm} \underline{\text{https://dec.vermont.gov/sites/dec/files/wmp/Sites/Pre_Sampling_Building_Inventory.xlsx}}$
- Inventory informs grouping of spaces for sampling
- https://dec.vermont.gov/sites/dec/files/wmp/Sites/02.2.22.pcbs_.technical.overview.pdf
- School Action Levels derived for age groups
- $\color{red} \bullet \hspace{1cm} \underline{ \hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline{ \hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline{ \hspace{1cm} \underline {\hspace{1cm} } \underline{ \hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline {\hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} }} \underline {\hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline {\hspace{1cm} } \underline {\hspace{1cm} } \underline {\hspace{1cm} } \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline {\hspace{1cm} \underline {\hspace{1cm} }} \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline {\hspace{1cm} } \underline {\hspace{1cm} } \underline {\hspace{1cm} \underline {\hspace{1cm} }} \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline {\hspace{1cm} } \underline {\hspace{1cm} } \underline {\hspace{1cm} \underline {\hspace{1cm} }} \underline {\hspace{1cm} } \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline {\hspace{1cm} } \underline {\hspace{1cm} \underline {\hspace{1cm} }} \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline {\hspace{1cm} } \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline {\hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline {\hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline {\hspace{1cm} } \underline {\hspace{1cm} }} \underline {\hspace{1cm} \underline {\hspace{1cm}} \underline {\hspace{1cm} \underline {\hspace{1cm} }} \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline {\hspace{1cm} }} \underline {\hspace{1cm} \underline {\hspace{1cm} }} \underline {\hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} }} \underline {\hspace{1cm} \underline {\hspace{1cm} }} \underline {\hspace{1cm} \underline {\hspace{1cm} } \underline {\hspace{1cm} \underline {\hspace{1cm} }} \underline {\hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} }} \underline {\hspace{1cm} \underline {\hspace{1cm} }} \underline {\hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} }} \underline {\hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} \underline {\hspace{1cm} }} \underline {\hspace{1c$
- Identify and cleanup PCB sources

Table 1. PCB School Indoor Air Action Levels ng/m³

	Pre-Kindergarten	Kindergarten to Grade 6	Grade 7 to Adult	
School Action Level	30	60	100	



School Sampling 1.10.23

- 1	Number of schools requiring testing	Number of schools where inventories have been approved by SMS	Number of schools where Indoor Air testing has been approved by SMS (% complete)	Number of schools with at least one sample that exceeded the SAL	Number of schools with at least one sample that exceeded the IAL	Number of schools with all results below the SAL
	325 ^{1}	53	35 (11%)	5	2	14

1 40 schools have not yet filled out the survey.

