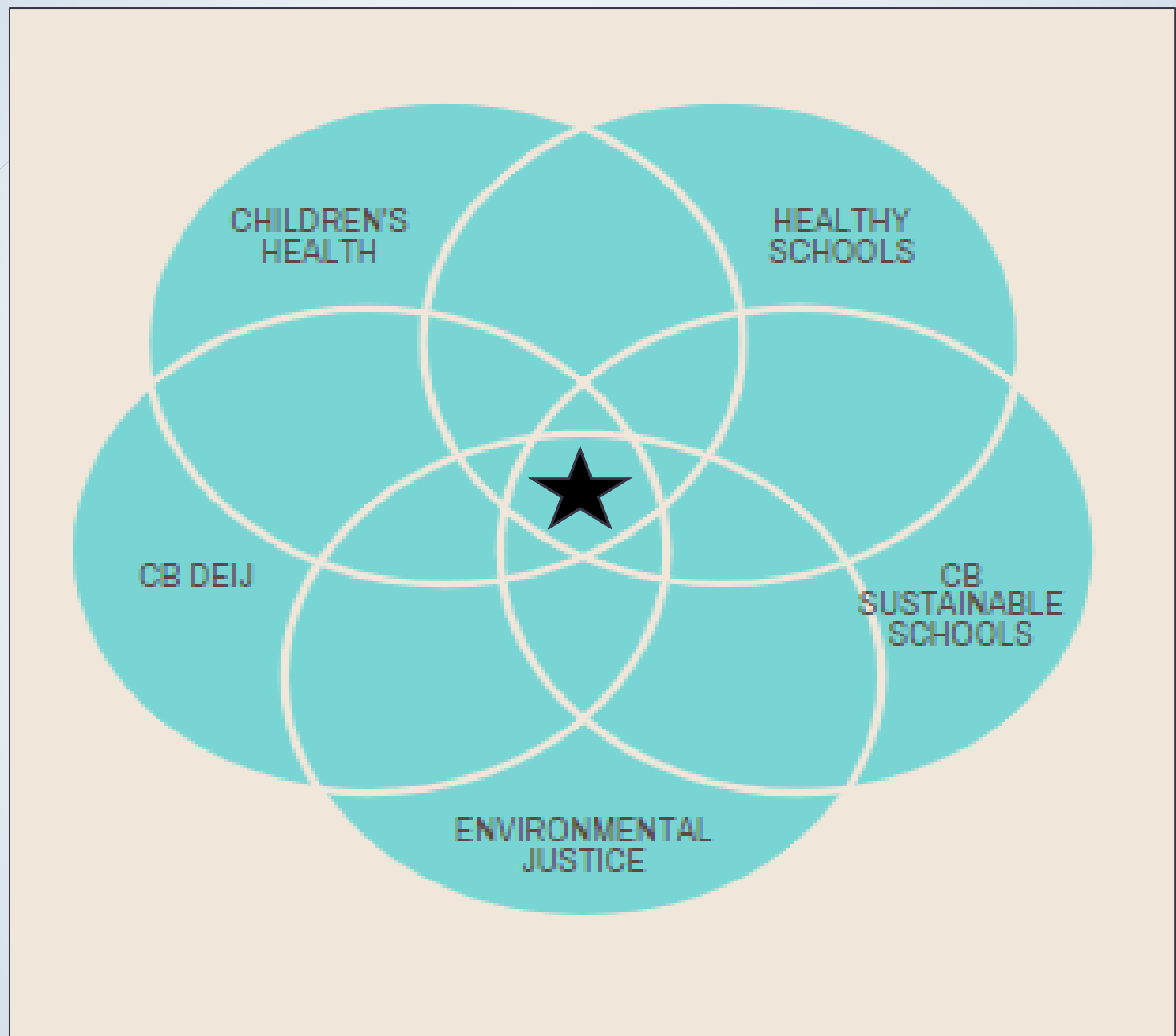
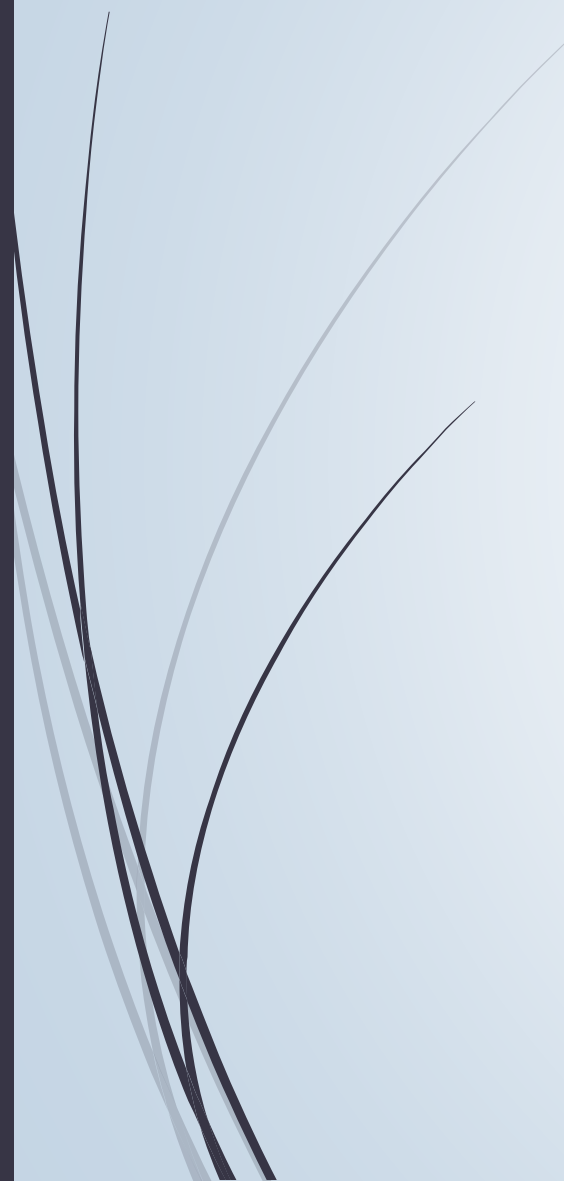




PCBs in Schools

Erin Sullivan, MPH | US EPA Region 3



CHILDREN'S
HEALTH

HEALTHY
SCHOOLS

CB DEI/J

CB
SUSTAINABLE
SCHOOLS

ENVIRONMENTAL
JUSTICE

National Examples

- ▶ Region 10 –
 - ▶ Run a national workgroup looking into inadvertent PCBs (iPCBs), primarily evaluating products used by children in the school environment.
 - ▶ iPCBs are not created or added to products intentionally but wind up in certain products, among them certain pigments that go into dyes, inks and paints – particularly [diarylide yellow pigment](#), and [titanium dioxide](#).
 - ▶ 16 products were tested; examples include: modeling dough, finger paint, sidewalk chalk, glue sticks, glitter foam sheets, etc.
 - ▶ 7 out of 16 products detected PCBs with the concentrations from below lowest calibration concentration to 325 ppb
 - ▶ 6 out of 7 products detected PCB-11 only
 - ▶ 1 out of 7 products detected PCB-95, PCB-121, PCB-85, PCB118, PCB-149, PCB-153 and PCB-138
 - ▶ Prior to COVID, WA DOH was planning to do outreach to schools.

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National Examples (continued)

- ▶ Region 5 –
 - ▶ SEPs (Supplemental Environmental Projects) to pay for Region 5-area school projects:
 - ▶ Schools were identified based on previous relationships and those located near Superfund sites and/or in areas of potential EJ concern.
 - ▶ Lighting retrofit projects helped: 1) allow for better sight in the classroom; 2) reduce energy usage, and; 3) remove ballasts containing PCBs and properly dispose of them, eliminating the risk of dripping/exposure.