

LILCO, March 21, 1984

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UNITED STATES OF AMERICA  
NUCLEAR REGULATORY COMMISSION

OFFICE OF SECRETARY  
DOCKETING & SERVICE  
BRANCH

Before the Atomic Safety and Licensing Board

In the Matter of )  
LONG ISLAND LIGHTING COMPANY ) Docket No. 50-322-OL-3  
(Shoreham Nuclear Power Station, ) (Emergency Planning  
Unit 1) ) Proceeding)

TESTIMONY OF  
DR. RICHARD R. DOREMUS ON BEHALF OF THE  
LONG ISLAND LIGHTING COMPANY ON CONTENTIONS  
24.E, 24.F.2, 24.F.3, 24.M, 61.C, AND 69-71 (SCHOOLS)

PURPOSE

This testimony, by the Superintendent of Schools for the Shoreham-Wading River Central School District (the district closest to the Shoreham Nuclear Power Station), describes the emergency plans that have been made for that district and how the schools in the district would cope with some of the problems postulated by the intervenors' contentions.

ATTACHMENTS

- Attachment 1 - Map of the Shoreham-Wading River School District  
Attachment 2 - Proposed Emergency Go-Home Plan for the Shoreham-Wading River School District

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- Attachment 3 - Emergency Evacuation Plan for the Shoreham-Wading River School District (Third Draft)
- Attachment 4 - Letter of February 1, 1984, from the Co-Presidents of the Shoreham-Wading River Teachers Association
- Attachment 5 - Summary of Emergency Planning for the Shoreham-Wading River School District.

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1. Q. Please state your name and business address.  
  
A. My name is Richard R. Doremus; my business address is Shoreham-Wading River High School, Route 25A, Shoreham, New York 11786
2. Q. What is your job?  
  
A. I am Superintendent of Schools for the Shoreham-Wading Central School District. Five schools in my district are within the ten-mile EPZ surrounding the Shoreham Nuclear Power Station. In fact, all are within three miles of the Shoreham Nuclear Power Station. See Attachment 1.

3. Q. Please state your professional qualifications.

A. A statement of my professional qualifications is being offered into evidence as part of the document entitled "Professional Qualifications of LILCO Witnesses."

4. Q. Please summarize your experience with schools on Long Island.

A. I have been employed by five school districts on Long Island for a total of 28 years, as my statement of professional qualifications shows.

5. Q. Have you reviewed the offsite emergency plan that the Long Island Lighting Company has prepared for use in case of a radiological accident at the Shoreham Station, called the "LILCO Transition Plan"?

A. Only the parts that have to do with schools, namely page 3.6-7 of the Plan, pages 10a-19c of procedure OPIP 3.6.5, and pages II-19 through 21 and IV-169 through 171 of Appendix A.

6. Q. Do you understand what "LERO" is?

A. Yes. My understanding is that it is the organization that would be implementing the offsite

response to a radiological emergency at the Shoreham Nuclear Power Station. I understand LERO would be staffed primarily by LILCO employees but would include people from the Department of Energy, the Red Cross, and the U.S. Coast Guard as well.

7. Q. Have you reviewed the testimony by the LILCO witnesses on schools?

A. I have read the parts that relate to the Shoreham-Wading River Central School District.

8. Q. Are the data in that testimony about your school district accurate?

A. Yes.

GENERAL

9. Q. Do you believe it is possible to plan for a radiological emergency at Shoreham where school children are involved?

A. Yes.

10. Q. Is your school district willing to work with LILCO to make plans for the schools in the event of a radiological emergency at the Shoreham Station?

A. Yes.

11. Q. Assuming that neither the Suffolk government nor the State of New York government were participating in emergency planning for the Shoreham Station, and assuming also that the plant were operating and there were a radiological emergency, would you attempt to implement an advisory from LERO on the EBS radio station advising you to institute your early dismissal plans, or to shelter the students at the schools, or to bus the students directly to a reception center?

A. Yes. Our best judgment is that in many cases it would be easier for us to bus the students to a reception center than to send them to their homes.

12. Q. Have you had any experience coping with emergencies, especially emergencies in which schoolchildren had to be taken care of?

A. Yes. These included hurricanes, snowstorms, failure of utilities, and fires.

#### EARLY DISMISSAL

13. Q. Does your school district have a plan for the early dismissal of your schools that you use in the case

of natural disasters or heavy snowfall during the school day?

A. Yes. There are several plans, depending on the type of emergency and the number of schools involved. See Attachments 2 and 3.

14. Q. When the plans are used, how long does it take to get the students home?

A. In a most pressing emergency (immediate evacuation of all buildings at once using all buses) it would take about one hour from first notification of the bus company until the last pupil arrived at his home. It would about take thirty minutes to take pupils from school to their homes.

15. Q. How many bus runs are required to get the students home under your plan?

A. One.

16. Q. What information do you use to decide whether the weather is bad enough to implement early dismissal?

A. The ordinary weather reports on the radio, plus our own observation of weather conditions and input from the bus company.



17. Q. How many of the students walk home, rather than ride, when the early dismissal plan is implemented?
- A. Fewer than 100.
18. Q. What is the farthest that any of these students has to walk?
- A. We provide transportation for all our pupils. A few who live very close to the school (less than 1/4 mile) choose to walk.
19. Q. What provisions are made in your early dismissal plan for students who may arrive home to find their parents absent?
- A. We have requested parents either to instruct their children to enter their home or to go to a neighbor's home.
20. Q. If you have to implement your early dismissal plan, how can you be sure that the school buses will be available for that purpose?
- A. The easiest way would be to have them parked at each school when not in use, and this measure can be incorporated into our school district emergency plan. Otherwise, they will have to be picked up at the bus storage area by teachers and bus drivers.



The furthest school from the storage area is three miles.

21. Q. Are you confident that the bus drivers will be available for that purpose when you need them?
- A. Enough of our bus drivers and teachers have indicated they would be available to drive buses to man all of our buses.

#### SHELTERING

22. Q. Suppose you are advised by LERO to shelter the students from radiation in the school buildings for a certain period of time. How would you do that?
- A. Depending on the school, we would shelter them in the auditorium, the gymnasium, all-purpose rooms, corridors, and basements. We have adequate space to shelter all children and staff in each building.

#### EVACUATION

23. Q. Suppose you are advised by LERO not to send the students home or to shelter them but to bus them directly to a reception center somewhere farther than ten miles from the Shoreham plant. Could you use your regular school buses for this purpose?

A. Yes.

24. Q. Do you have enough buses available to you to get all your students to a reception center in a single run?

A. Yes.

25. Q. Would you need to provide someone, other than the bus driver, to supervise the students as they were transported to the relocation center? If so, who?

A. Yes, teachers.

26. Q. If there were a radiological emergency at Shoreham and additional buses were needed, do you believe that school districts outside the ten-mile EPZ would release their buses from other commitments temporarily so that they could be used to evacuate schools inside the EPZ?

A. Yes.

#### SHORTAGE OF PERSONNEL

27. Q. Suppose a number of school bus drivers failed to show up at the schools in an emergency. How would you cope with this problem?

A. We would use teachers and other school personnel to drive buses.

28. Q. If there were a radiological emergency at Shoreham, would you personally stay at your job until the students were taken care of?

A. Yes. I have stated publicly on a number of occasions that in case of such an emergency, I will be the last school employee to leave the school district.

29. Q. In the event of a radiological emergency, do you think most of the employees at the schools, teachers and others, would stay at their jobs long enough to see the children safely provided for?

A. Yes. See the letter from the co-presidents of our teachers association (Attachment 4 to this testimony).

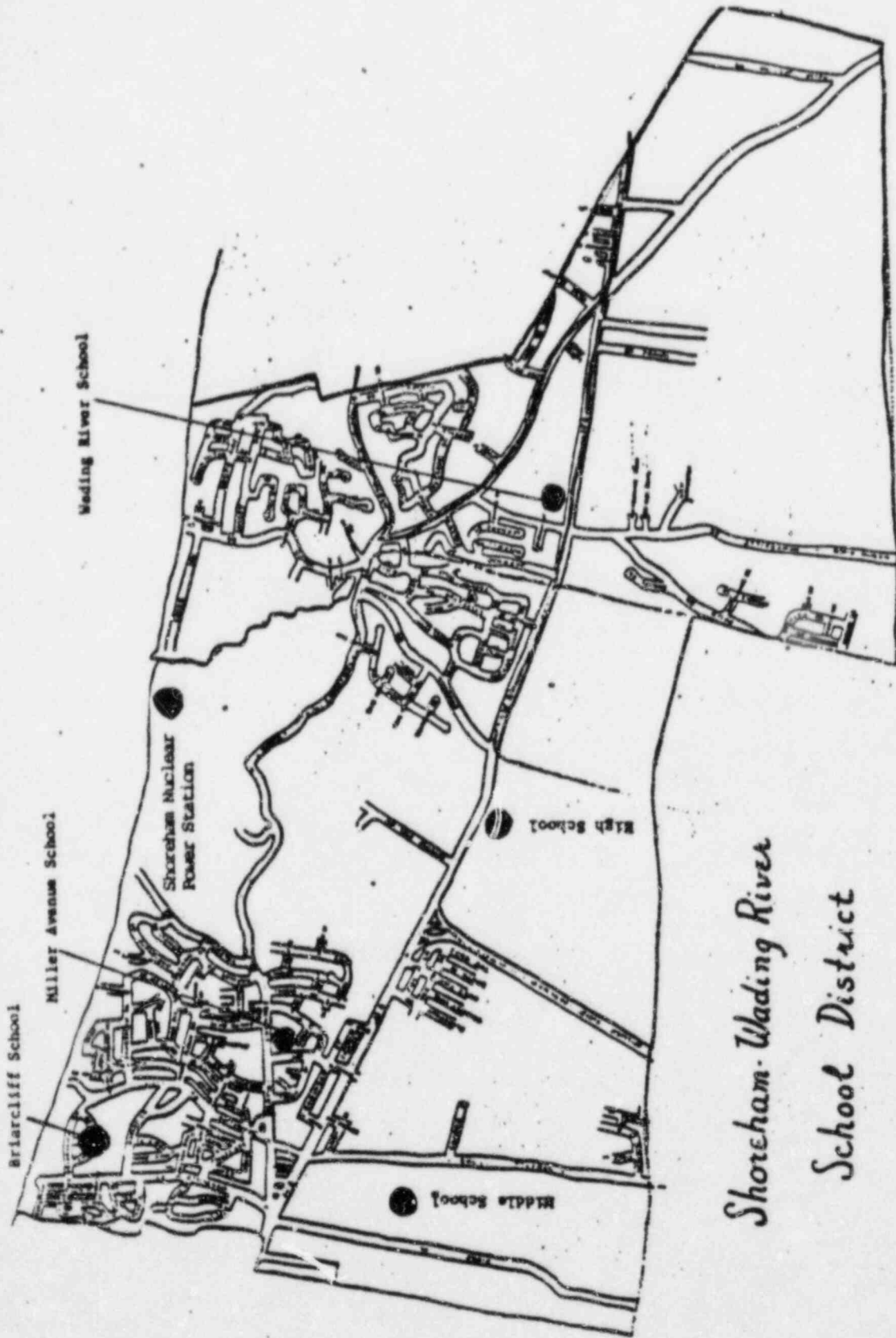
30. Q. Do you believe you and your staff could successfully see that the students were either sheltered for a period of time in the schools or bused to their homes or to a relocation center in the event of a radiological emergency at Shoreham?

A. Yes.

31. Q. Have you done any planning in your school district  
for an accident at the Shoreham Station?

A. Yes. See Attachment 5.

Attachment 1



Shoreham-Wading River  
School District

Attachment 2



**PROPOSED EMERGENCY GO-HOME PLAN  
FOR SHOREHAM-WADING RIVER CENTRAL SCHOOL DISTRICT**

This plan is submitted in accordance with the request of the State Civil Defense Commission and the New York State Education Department. It is designed to evacuate quickly all children from District buildings and grounds in the event that an emergency situation should occur. However, the Chief School Administrator may institute a "Stay Where You Are" plan when in his/her opinion the safety of the children is better served.

If the decision to evacuate is not made before 1:00 p.m., children will be sent home at their regular dismissal time.

Parents are requested to train their children to be able to enter their house in an emergency when no one is at home. Parents will indicate on the Emergency Home Contact form if they have so trained the child and give permission for her/him to be sent home without a parent being in the house.

**PLAN I - In-school emergency closing due to no heat, no water, etc.**

- a. Radio stations will be notified of the dismissal.
- b. The bus company will be notified to proceed immediately to the schools with pick-ups based upon the regular dismissal procedures.
- c. Elementary schools will immediately put into effect procedures for contacting class mothers who will then contact the parents, or the neighbor designated by the parents, notifying them of the dismissal and the estimated time of dismissal from school. If neither the parent nor the emergency contact person(s) is available, school personnel will call neighbors of the child's family to try to locate someone who will agree to care for the child until a parent can come for him/her. If the parents have given their permission, children who have been trained to enter their homes when no one is at home will be sent home with the other children.

- d. If none of the above conditions prevail for particular children, they will remain at the school. The Building Principal will be responsible to see that school personnel remain until all the children have left the school. Such personnel should also be available to provide transportation for those children who are kept in school.

PLAN 2 - A natural disaster such as a hurricane or winter storm, where there is adequate warning.

- a. Radio stations will be notified of the dismissal.
- b. The bus company will be notified to proceed immediately to the schools with pick-ups based upon the regular dismissal procedures. All schools will be notified of the estimated time of arrival of the buses in order that the children may be ready for immediate evacuation.
- c. Elementary schools will immediately put into effect procedures for contacting class mothers who will then contact the parents, or the neighbor designated by the parents, notifying them of the dismissal and the estimated time of dismissal from the school. If neither the parent nor the emergency contact person(s) is available, school personnel will call neighbors of the child's family to try to locate someone who will agree to care for the child until a parent can come for him/her. If the parents have given their permission, children who have been trained to enter their homes when no one is at home will be sent home with the other children.

- d. If none of the above conditions prevail for particular children, they will remain at the school. The Building Principal will be responsible to see that school personnel remain until all the children have left the school. Such personnel should also be available to provide transportation for those children who are kept in school.

PLAN 3 - A natural or man made disaster where it is necessary for immediate evacuation.

- a. Radio stations will be notified of the dismissal.
- b. The bus company will be notified to immediately send an appropriate number of buses to each school to transport elementary students who live more than one-half mile from the school, middle school students who live more than one mile from the school, and high school students who live more than one and one-half miles from the school. Middle School and High School students who will not be transported by the buses will be dismissed immediately with instructions to proceed as quickly as possible to their home.
- c. Elementary schools will immediately put into effect procedure for contacting class mothers who will then contact the parents, or the neighbor designated by the parents, notifying them of the dismissal and the estimated time of dismissal from the school. If neither the parent nor the emergency contact person(s) is available, school personnel will call neighbors of the child's family to try to locate someone who will agree to care for the child until a parent can come for him/her. If the parents have given their permission, children who have been trained to enter their homes when no one is at home will be sent home with the other children.

- d. If none of the above conditions prevail for particular children, they will remain at the school. The Building Principal will be responsible to see that school personnel remain until all the children have left the school. Such personnel should also be available to provide transportation for those children who are kept in school.
- e. The Building Principal will also be responsible to establish procedure for the dismissal of students who are picked up by private automobile.

PLAN 4 - Nuclear emission from LILCO plant.

In the event of off-site radiation from the Shoreham Nuclear Plant, the school district will evacuate students to a safe place.

Adopted	10/6/76
Revised	9/18/78
Revised	8/28/80
Revised	8/21/81
Revised	9/21/82
6/15/83d	

Attachment 3



## SHOREHAM-WADING RIVER CENTRAL SCHOOL DISTRICT

EMERGENCY EVACUATION PLAN  
THIRD DRAFT

## I. Response Action: Unusual Event

- a. Notification to Superintendent or his/her designee if operational and/or safety system is affected.
- b. Superintendent:
  - 1. Notifies Building Principals.
  - 2. Responds to inquiries.
  - 3. Continues with his regular daily schedule.
  - 4. If the Superintendent is not available, the next in the chain of command will assume responsibility.
- c. Building Principals:
  - 1. Gather information on pupil attendance and location (field trips, concerts, etc.)
  - 2. Refers inquiries to the county telephone number

## II. Response Action: Alert

- a. Notification to; Superintendent or his/her designee of status.
- b. Superintendent:
  - 1. Notifies principals of status.
  - 2. Notifies bus company of status.
  - 3. Gathers applicable information about the location and population of the students (classes on field trips, visiting students, and extra classes in buildings).
  - 4. Remains available.
- c. Building Principals:
  - 1. Relay information of student location and population to Superintendent as well as presence of staff emergency bus drivers and supervisors.
  - 2. Remain available.
- d. Bus Company:
  - 1. Gathers information on location of buses and drivers.
  - 2. Have bus driver list on hand if phone numbers are needed.

## III. Response Action: Site Area Emergency

- a. Notification to Superintendent or his/her designee of change of status.
- b. Superintendent:
  - 1. Notifies building principals of change in status.
  - 2. Notifies bus company of change in status.
  - 3. Notifies Building Principals of private and parochial schools of status.
  - 4. Makes decisions on out of district students, sports, field trips, COH, BOCES, etc.

c. Building Principals:

1. Notify teachers.
2. Keep all students inside the school building.
3. Update attendance.
4. Cancel field trips and interscholastic trips.

d. Bus Company

1. Notifies all bus drivers to take buses to school.

IV. Response Action: General Emergency

Notification to Superintendent or to his/her designee for appropriate action.

cc: A. Prodel

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Attachment 4

SHOREHAM - WADING RIVER

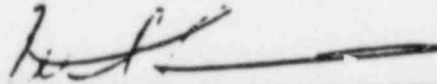
TEACHERS ASSOCIATION

February 1st, 1984

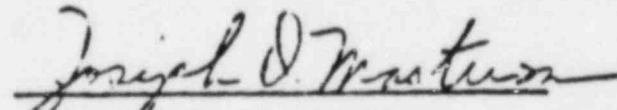
Boards of Education, school superintendents and teachers' unions from some school systems surrounding Shoreham-Wading River have been falling all over themselves, of late, to state in print that teachers might abandon school children in the event of a nuclear emergency. As Co-Presidents of the Shoreham-Wading River Teachers' Association we cannot remain silent on this issue.

We believe that teachers would respond to a nuclear emergency just as they would to an earthquake, fire, enemy attack or any other catastrophe. They will fulfill their responsibilities as professionals and as human beings.

As Co-Presidents of Shoreham-Wading River Teachers' Assn. we would advise our members of their responsibilities as public employees, and we would direct them to perform as required. We assert that Shoreham-Wading River residents who teach in other districts can fulfill their professional obligations safe in the knowledge that their children in our charge will be cared for in the event of any emergency.



William Silver

  
Joseph D. Masterson

Co-Presidents  
Shoreham-Wading River  
Teachers' Association

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Attachment 5

EMERGENCY PLANNING  
SHOREHAM-WADING RIVER CENTRAL SCHOOL DISTRICT

During the period when consultants for Suffolk County were formulating an emergency plan for the area around the nuclear power station, the school district constituted an Emergency Planning Committee to coordinate the responsibilities and activities of the school district with those of Suffolk County and the Long Island Lighting Company in the event an emergency should occur. The committee consisted of representatives from parent organizations from each of the district's schools, teachers, members of the Civil Service Employees Unit, high school students, bus drivers, a representative from the bus company, a District administrator, and two members of the Board of Education. The committee met once with a representative from the Long Island Lighting Company to learn about the company's preparations, monitoring systems, instrumentation, and other activities. A number of the committee's meetings were attended by a representative from PRC Voorhees, one of the firms consulting for Suffolk County.

There are five schools in the Shoreham-Wading River Central School District (see attached map): three elementary schools, one middle school, and one high school. The Wading River Elementary School is located about one-tenth of a mile north of Route 25A on the east side of Wading River Manorville Road; the Miller Avenue Elementary School is located on the east side of Miller Avenue approximately one-quarter of a mile

north of the intersection of Miller Avenue with Route 25A which lies between the William Floyd Parkway and Randall Road in Shoreham. The Briarcliff Elementary School is located between Woodville Road and Briarcliff Road, an extension of Randall Road, in Shoreham, about one-half of a mile north of Route 25A. The Middle School is located on the west side of Randall Road, in Shoreham, approximately one-half mile south of Route 25A. The High School is located on the south side of Route 25A about one-quarter mile east of the intersection of Route 25A and the William Floyd Parkway.

Routes for egress from the school district are primarily east and west along Route 25A; south along Wading River Manorville Road to Route 25, the Long Island Expressway, and the Sunrise Highway; south along the William Floyd Parkway to Route 25, the Long Island Expressway, and the Sunrise Highway; and south along Randall Road in Shoreham to Route 25 and then via the William Floyd Parkway to the Long Island Expressway and the Sunrise Highway.

Recognizing that in an emergency the level of hazard and therefore the level and immediacy of response to the hazard may depend strongly on accurate existing and forecast wind and weather conditions, the District Emergency Planning Committee early in its discussions determined the compass heading of the nuclear power station from each of the five schools. As part of its activities the committee also determined what areas in each school building were most suitable for sheltering, reviewed the number of vehicles

available to the district under its contract with the bus company and conducted surveys of district staff members and bus drivers. It was found that the number of vehicles was large enough so that all school children attending schools in the district and those from the district attending private and parochial schools and occupational and special education classes in BOCES I and II could be transported without the need for second trips. In response to the surveys, a sufficient number of bus drivers and staff members, who volunteered to supervise on buses or be trained to drive buses, indicated a willingness to man the vehicles required to move all the school children simultaneously to their homes or from the area if such a move became necessary.

To provide additional back-up for these drivers, the committee had considered but had not sent, because of the uncertainty regarding the responsibilities for emergency planning, a letter to community residents asking if any individuals would be willing to be trained to drive buses in the event of an emergency. A number of residents are employed locally by the Grumman Corporation at Calverton and at Brookhaven National Laboratory, both of which are within a fifteen minute drive from the school district.

The district committee agreed in its deliberations that an attempt should be made to plan for all situations where the school district had responsibility for the children. These situations would include the normal school day and times when students were participating in after-school, school sponsored



activities, such as athletics, in or out of the district. Two options were being considered for the District's response to an emergency. One option would involve implementation of the District's Emergency Go-Home Plan which had been submitted in accordance with the request of the State Civil Defense Commission and the New York State Education Department and is designed to evacuate quickly all pupils from District buildings and grounds in the event that an emergency situation should occur (see attached). It should be noted that although this plan has never been time-tested, the longest bus run after normal dismissal is twenty-two minutes.

The committee reviewed information which indicated that in a substantial number of homes in the district parents were absent during the day. Although the provisions of the Emergency Go-Home Plan state that no elementary child would be sent home unless an adult were available to receive the child or the child had been trained to enter an empty house and had been granted permission by the parent/guardian to do so, the committee felt that adult supervision would be necessary for elementary children or for older students who were to be sent home.

Unless, therefore, there was certainty that an emergency at the nuclear power station was developing very slowly, the committee preferred, as the more appropriate and conservative District response, the evacuation from the area of those children for whom the District was responsible in the event of a general emergency. It was recognized that an event



at the nuclear power station has the potential for creating anxieties and attendant confusion. Whether the dissemination of information would ease anxieties is a matter for conjecture. The committee stressed, however, that to minimize confusion and implement a rapid evacuation, if an evacuation became necessary, it was of great importance to receive early and accurate information so that drivers could be alerted and mustered and buses brought to and stationed at the schools prior to the declaration of a general emergency. Throughout the committee's deliberations, the importance of accurate and timely communications was emphasized.

The district committee had prepared an outline of an emergency plan, but because of the uncertainties surrounding the licensing of the nuclear power station, the committee has not met for a number of months. It is, however, preparing to resume work on an emergency plan proposal to submit to the Board of Education. Should the power station be licensed to operate, the school district is ready to cooperate and coordinate with any governmental body or other organization which is assigned overall responsibility for emergency planning around the Shoreham Nuclear Power Station.

TO: Administrators  
FROM: Robert J. Sokal  
SUBJECT: Civil Defense  
DATE: October 3, 1983

Attached is the Emergency Go-Home Plan in effect for the 1983-84 school year.

Since none of our school buildings have licensed fallout shelters, designate parts of your building which could provide effective protection from certain types of disasters. Each building should be surveyed to identify the safest area(s) of the building where occupants could be sheltered until circumstances permit dispersal to safer destinations.

Use of these areas is dependent upon sufficient advanced warning to allow moving occupants to the designated areas. Proper instruction and practice drills will reduce this moving time to a minimum.

When a disaster strikes with little or no warning, duck and cover may be the only resort. Again, proper instruction as to what is expected in such an event and practice drills are essential.

In addition to disaster preparedness planning, all school administrators should be providing instruction which will effectively prepare students to respond to any disaster situation in an intelligent and practical way. Instruction should be an element of regular instructional activity; and should provide basic information and an understanding which can be translated into an appropriate response if and when a disaster strikes. Instruction can be based on any appropriate course area including Strand V of the Health Education curriculum.

It will be the responsibility of each Building Principal to designate a signal for Civil Defense drills that will not be confused by the students as a Fire Drill.

Attachment

cc: Seaman Bus Company  
Dr. DeFeo, Superintendent, BOCES 1  
P. Shaller, Deputy Director  
Department of Emergency Preparedness