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EDUCATION & HUMAN SERVICES COMMITTEE
OF THE
SUFFOLK COUNTY LEGISLATURE

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Minutes

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A meeting of the Education and Human Services Committee of the Suffolk County Legislature was held in the Maxine S. Postal Legislative Auditorium of the Evans K. Griffing Building, Riverhead County Center, 300 Center Drive, Riverhead, New York, on Tuesday, February 28, 2017 at 12:30 p.m.

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56

Members Present:

Legislator Monica Martinez - Chairperson

Legislator Kate Browning
Legislator Robert Calarco
Legislator Kara Hahn
Legislator Leslie Kennedy

Members Not Present:

Legislator Thomas Barraga (*Excused Absence*)

Also in Attendance:

George Nolan - Counsel/Suffolk County Legislature
Amy Ellis - Chief Deputy Clerk/Suffolk County Legislature
DJ Russo - Legislative Aide/Clerk of the Legislature
Benny Pernice - Budget Analyst/Director/Budget Review Office
Seth Squicciarino - Aide to Legislator Hahn
Lisa Pinkard - Aide to Legislator Martinez
Liz Sutton - Aide to Legislator Fleming
John Stype - Aide to Legislator Krupski
Ali Nazir - Aide to Legislator Kennedy
Katie Horst - Director/Intergovernmental Relations/CE's Office
John Marafino - County Executive's Office
John O'Neill - Commissioner/Suffolk County Dept of Social Services
Augie Ruckdeschel - Suffolk County Department of Economic Development & Planning/Community Development Program
Shawn Petretti - Principal/Mattituck Junior-Senior High School
Eric Frend - Science Teacher/Mattituck Junior-Senior High School
Brian Mealy - Mattituck-Cutchogue Union-Free School District
Mary Eisenstein - President/Mattituck-Laurel Civic Association
Julianna Sluyters - Student/Mattituck Junior-Senior High School
Amanda Young - Student/Mattituck Junior-Senior High School
Bella Hassledine - Student/Mattituck Junior-Senior High School
London Rosiere - Nominee/SC Youth Board Coordinating Council
Dawn Lott - Executive Director/Human Rights Committee
Ben Zwirn - Director of Legislative Affairs/SCCC
Dee Laffin - Executive Dean-Eastern Campus/SCCC
Chris Cuddihy - Vice-President/AME
Rick Brand - Newsday
All Other Interested Parties

Minutes Taken By:

Alison Mahoney - Court Stenographer

(*The meeting was called to order at 12:39 p.m. *)

1
2
3 **CHAIRPERSON MARTINEZ:**

4 Good afternoon. Thank you for being here today for our committee
5 of the Education & Human Services. If we could all rise for the
6 Pledge of Allegiance to be led by Legislator Hahn.

7
8 **Salutation**

9
10 Thank you. All right, and following our agenda. We do not have
11 any correspondence. Madam Clerk, do we have any cards?

12
13 **MS. ELLIS:**

14 No, we do not.

15
16 **CHAIRPERSON MARTINEZ:**

17 Thank you. Is there anyone in the audience that would like to
18 speak before the committee? Seeing none.

19
20 We do have a presentation today, but we're going to hold off for a
21 couple of minutes. I would like to take Resolution No. 1089 out of
22 order. Can I make a motion? Motion to take out of order.

23
24 **D.P.O. CALARCO:**

25 Second.

26
27 **CHAIRPERSON MARTINEZ:**

28 Second by Legislator Calarco. All in favor? Opposed? Motion
29 carries.

30
31 So now we are on ***Introductory Resolution 1089-17 - To appoint***
32 ***member of Suffolk County Youth Board Coordinating Council***
33 ***representing Legislative District No. 2 (London Rosiere) (County***
34 ***Executive)***. And I know London is here. If you don't mind coming
35 up for a quick minute or two? We usually like to meet our
36 appointees before approving them. If you could just give us a
37 quick synopsis of who you are and why would you like to serve on
38 the Youth Council?

39
40 **MS. ROSIERE:**

41 Hi, and thank you for having me. My name is London Rosiere. I've
42 been living out east for the past two years and I have started Camp
43 SoulGrow. We're a non-profit workshop camp for all kids seven and
44 up. We do not charge; therefore, we have the wonderful opportunity
45 to involve all demographics and socioeconomic classes of kids out
46 on Eastern Long Island. We have three locations; two in Montauk,
47 one being at Historic Third House in a studio and then we have
48 another location in Hampton Bays.

49
50 My insides, my heart is all for the children. And starting Camp
51 SoulGrow and everything that we do for the kids is all for the kids
52 and giving them a voice and helping them figure out who they are so
53 that they can be strong people and that they can connect with
54 people in their communities and have the resources they need as
55 they grow older into the teen years when they will need sense of
56 self to fall back on in hard times. It's been a wonderful past few

1 years with the camp and I'm looking forward to serving kids and
2 speaking for their voice as much as I can.

3
4 **CHAIRPERSON MARTINEZ:**

5 Thank you. Are there any questions from any committee member?
6 All right, so I will -- well, thank you, first of all --

7
8 **MS. ROSIERE:**

9 Thank you.

12:42PM 10

11 **CHAIRPERSON MARTINEZ:**

12 -- for opening a camp for children to attend for free. As an
13 educator, I think that's such a great thing. In the past some
14 camps have opened up to my district to allow students in my
15 district to attend camp who have never attended, so thank you for
16 doing that. And I look forward to working with you on the Youth
17 Council. Can I have a motion to approve?

18
19 **LEG. BROWNING:**

12:42PM 20

21 Motion.

22 **CHAIRPERSON MARTINEZ:**

23 Motion by Legislator Browning. Second by Legislator Hahn.
24 Congratulations.

25
26 **MS. ROSIERE:**

27 Thank you.

28
29 **CHAIRPERSON MARTINEZ:**

12:42PM 30

31 Oh, I'm sorry, I did not call the vote. See, we're already putting
32 you in. All in favor? Opposed? Abstentions? Motion carries.
33 *(Approved 5-0-0-1 - Absent: Legislator Barraga)*. You do not have
34 to appear at the General Meeting which is on Tuesday.

35 **MS. ROSIERE:**

36 Okay.

37
38 **CHAIRPERSON MARTINEZ:**

12:42PM 40

39 Okay, since you were here for committee. And at Tuesday's
40 Legislature meeting, everyone would vote for your appointment.

41
42 **MS. ROSIERE:**

43 Okay.

44
45 **CHAIRPERSON MARTINEZ:**

46 All right?

47
48 **MS. ROSIERE:**

12:42PM 50

49 Lastly, anything that you guys need I'm here for. This is just
50 great for me to be able to, like I said, know that the kids -- I
51 have their back and I'm here to help. So thank you.

52
53 **CHAIRPERSON MARTINEZ:**

54 We appreciate that. Thank you. And good luck today.

55

56

1 MS. ROSIERE:

2 Thank you.

3

4 CHAIRPERSON MARTINEZ:

5 Okay, and continuing with our agenda, we'll go back to
6 presentations. Are we ready, Mattituck?

7

8 MR. PETRETTI:

9 Sure.

12:43PM 10

11 CHAIRPERSON MARTINEZ:

12 All right, so our presentation, we have three lovely young ladies
13 from the Mattituck Junior-Senior High School Sustainable
14 Agriculture Education Program, assisted by their Principal,
15 Mr. Shawn Petretti. And we also have in the audience Doctor --
16 well, Dean Dee Laffin from the Eastern Campus from Suffolk
17 Community College. I'm so glad that you're here, too.

18

12:43PM 20

19 So this is a program that we're going to learn a little bit about
20 what they do over at Mattituck. And from what I was just told by
21 Legislator Krupski is that there is a greenhouse over at the
22 Eastern Campus that we would like to see come to full-blown again,
23 and I believe that's why Suffolk is so interested, to see if it can
24 start up some programs over at the college, so. And this would be
25 something that you ladies would spearhead and that's very
26 impressive, so congratulations. And I look forward to hearing your
27 presentation.

28

29 MR. PETRETTI:

12:44PM 30

30 Thank you for inviting us here. We appreciate it. Any time we get
31 to show off some of the things that we're doing --

32

33 MS. MAHONEY:

34 Can you pull the microphone closer, please?

35

36 MR. PETRETTI:

12:44PM 40

37 Sure. We always appreciate that opportunity, and then to also
38 involve the students and get them to experience this and then talk
39 about what we're doing is great as well. So thank you for this
40 opportunity and for that experience for our students.

41

42 When asked to come present what we were doing at Mattituck, you
43 know, I sat at my desk and I kind of went through the history of
44 how this has all come together in the last two years and I figured
45 the best way to go about doing this is really kind of tell your
46 story through what we've done and how this came about. If you've
47 ever heard the term, you know, building a plane while it's flying?
48 That's what we're doing; but the plane is flying, so that's good,
49 it didn't crash.

12:45PM 50

51 The -- on the front slide I have put the quote from Benjamin
52 Franklin which has been our theme the last two years at Mattituck
53 High School; "*Just tell me and I forget, teach me and I remember
54 and involve me and I learn.*" And it really speaks to what we're
55 trying to do across all academic areas, but this program really
56 highlights that because this program is student involvement. It's

1 hands in the dirt student involvement and they've really taken to
2 it.

3
4 So we refer to our program, it's kind of come up by different names
5 but it's really the Sustainable Ag Ed Program, you know, is what
6 the main focus of the program is. And it came about, in the Spring
7 of 2015 we had a -- we were invited to a meeting at Carl
8 Gabrielsen's Farm to discuss ag ed programs in schools, and it was
9 an eclectic group of people at this meeting; Mr. Krupski was there.
10 It was organized I think in conjunction with the Long Island Farm
11 Bureau and the Suffolk County Department of Economic Development
12 and Planning; Augie Ruckdeschel was key and instrumental in kind of
13 getting the whole thing going. So it was really let's hear what's
14 out there and what resources are available. And I think that, you
15 know, the premise was trying to encourage schools to create some
16 type of ag ed program and letting us know what supports and
17 opportunities were out there.

18
19 And so I had my vision of going and we were going to go to the
20 farm, and quickly my image of what farming is changed dramatically
21 in that meeting, as we met in Mr. Gabrielsen's greenhouses. And
22 he, you know -- within the presentation and what he was showing us
23 is that farming's drastically changing. It's not about a man on a
24 tractor necessarily, you know, going up and down rows and wearing
25 overalls. You know, it's morphing, it's changing, and he did a
26 nice job of explaining to us why it's changing. It's become very
27 scientific; high yield, low impact farming, you know, seems to be
28 the way of the future and it was enlightening to me as well as the
29 teachers I had with me.

30
31 And so, you know, from that, you know, one of the things that came
32 up in the conversation that day in the presentations was that, you
33 know, as farming has changed, the -- that the people, the workforce
34 was not there. And so I guess that was the impetus behind Mr.
35 Gabrielsen pushing this, is that saying, you know, we're doing a
36 new type of farming and we don't have that workforce. And for me
37 as a high school principal, you know, on the East End of Long
38 Island, that's always a concern for us. You know, we have these
39 great students, they do very well, they graduate and the
40 opportunities for them to make a good living on the East End of
41 Long Island we know is a challenge and, you know, we're suffering
42 from enrollment decline just like many schools in Suffolk County
43 are. And so that immediately caught my attention, that if we could
44 do something that excited our students and they would pursue an
45 education in this field and potentially come back and make a good
46 living on the fork, and that's a win/win and that's part of what we
47 should be doing.

48
49 The other piece that really spoke to me was I'm an avid
50 outdoorsman, I spend all my recreation on the water, fishing,
51 diving and so forth, and it was the sustainability component of it.
52 The one thing I found really neat that day was they were doing
53 hydroponic farming of lettuce, and it was really a giant
54 self-contained system where Mr. Gabrielsen was growing this lettuce
55 and within the process not a drop of water wasted, no fertilizer
56 hit the ground at any point in time, and we're all conscious of

1 nitrates and so forth. So, you know, that really peaked my
2 interest as well and, you know, when he explained how a hydroponic
3 head of lettuce takes about a gallon and a half of water to grow;
4 but when we go to the grocery store, that head of lettuce that's
5 been shipped from California is like 35 gallons of water to grow
6 that one head of lettuce. So all those things kind of came, you
7 know, into play. I saw the opportunities for cross curriculum type
8 of stuff and, you know, I wanted in. So with that, we got the
9 commitment from Mr. Gabrielsen to supply a hoop house which is a
10 plastic greenhouse for us, to get a program going. So we were
11 pretty excited about that. There was money from the State through
12 the Long Island Farm Bureau and so that's how that was able to be
13 done. He would supply the guys to come help us do it and so that
14 was great.

12:49PM

15
16 Walking out of that meeting, Mr. Frend, who's with me here, he's an
17 Earth Science teacher with us in Mattituck and he walked out very
18 excited. He has a background in environmental science and, you
19 know, he was like, *We could do this. Let's get something going,*
20 and it was really his kind of energy behind it that I said, *All*
21 *right, let's take a chance.* You know, so we came back, we let the
22 Board of Education and our Superintendent know what we wanted to do
23 and what our vision was. Again, the division was changing every
24 time we talked about it, and they were very supportive of it and,
25 you know, promised us some funds to kind of get things going but
26 said, you know, make sure -- there's money out there for this.
27 You know, there's got to be grant money and so forth.

12:50PM

28
29 So we went forward with putting up the hoop house. We're very
30 excited, we scheduled an Environmental Science class. Student
31 interest was there right away; the first year we had 27 students
32 and Eric had designed the curriculum around the Advanced Placement,
33 a college-level environmental curriculum. We created an
34 Environmental Science Club knowing that there was going to be a lot
35 of work and not just one class to kind of keep things going. And
36 also, our clubs, we can do them any way we want, we're a 7-12
37 building, so it was a way to pull our junior high students into it
38 and possibly -- whether it be summer upkeep or whatever was going
39 to be needed, we weren't sure. So right away that had 18 students.
40 And we got support from local farmers, Sang Lee Farm's been huge in
41 helping us out. So with all that support behind us, we were ready
42 to go.

12:51PM

43
44 And I'll show you pictures of the hoop house being built. We put
45 in the base, you know, with guidance from Mr. Gabrielsen, his guys
46 came out and in a matter of I think two, three days --

47
48 **MR. FREND:**
49 Yeah.

12:51PM

50
51 **MR. PETRETTI:**
52 -- they put this thing up and, you know, we were ready to go.
53 School was opening, our deadline was, you know, for the start of
54 school, we got it set up and then we had our building inspection by
55 the State, our fire inspection right before school started and they
56 threw a flag on the hoop house. They said this is an undefined

12:52PM

1 structure and it doesn't fit within the fire code, which was
2 frustrating for us because we knew other schools had these
3 throughout the State. The money to build it came from the State,
4 obviously one hand wasn't talking to the other. But, so here we
5 were, we created the class, the curriculum, we had the students
6 fired up and now we didn't have a place to run the class. So we
7 had to come up with a plan B and we quickly did that. And again,
8 Mr. Gabrielsen came in, he had a lot of energy behind this. Mr.
9 Ruckdeschel was behind us anyway, letting us know, *Whatever you*
10 *need, let's make something happen.* And so we took a science lab
11 that we weren't using, we were using it for an in-school suspension
12 room, an old science lab that really needed to be gutted, and we
13 decided to turn it into an ag lab and, you know, work with some of
14 the -- Mr. Gabrielsen had these LED lights he was experimenting
15 with and he said, *This is great. I can experiment with you guys*
16 *and we can get something going for the students.*

17
18 And so what we did is we built one giant hydroponic box that you
19 see in the picture on the top left. We built some soil boxes that
20 were on the old tables, our wood shop students built both of those.
21 We put some fish tanks in, we did some trout, we hatched trout that
22 we got from Cold Spring Harbor. There was an experiment with the
23 zoo plankton and clown fish and we even raised chickens in the
24 room, we got eggs in an incubator and we really ran with it. And
25 as you -- you know, you look at the photos. This -- is that
26 showing up? No, my mouse isn't showing up, but you can see the
27 LED lights shining in on the hydroponic box and then the grow
28 boxes. And we used different types of fertilizer on the different
29 grow boxes, I'm going to ask Mr. Frend to kind of talk about that a
30 little bit. And really what the hydroponic box was, it was a box
31 of wood, 4 x 8, 5 x 10 --

32
33 **MR. FREND:**
34 Yes.

35
36 **MR. PETRETTI:**

37 -- box of wood, we put a liner in it, we filled it with water, we
38 put some fish tank bubblers in it and we -- Eric went to Home Depot
39 and bought some insulation board, cut out holes in it, we got plugs
40 from Mr. Gabrielsen, we plugged them in put LED lights on it. We
41 had a teacher on staff who was an electrician, he kind of came in
42 and helped us do some stuff; a lot of different people chipping in
43 and making sure this happens, and we got up and going. You know,
44 it was turning a bad thing into a good thing. We knew eventually
45 we were going to get that greenhouse going, but if we didn't run
46 into the stumbling block we'd never have the interior ag lab, and
47 now we have it and we'll continue to always use it.

48
49 So as you can see, it took off. Everything, you know, grew well.
50 The students ran numerous experiments on light times and types of
51 fertilizer and so forth. In those small things, it was amazing how
52 much produce was produced. And, you know, so we had our first
53 harvest which was very exciting. Students from the class brought
54 in salad dressing and so forth, so that was the first harvest, they
55 had a little party. And we still had a whole bunch, and so then we
56 went to the next one, everyone on the faculty was getting lettuce

1 and it was pretty neat. You know, one of the components was you
2 take it with the roots and you go home and you put it right in a
3 jar with water and you'd have fresh lettuce for a week as opposed
4 to it going brown in your refrigerator. So that was a lot of fun.

5
6 Here you have pictures of the trout eggs that we hatched. Much
7 more complex than it sounds; the water has to be cold, there's a
8 chiller. So we did that, and then those trout were released in
9 cooperation with the DEC into Laurel Lake. And then we bred the
10 chickens, different students at the end of the year took the
11 chickens, I took some home. And then I found out that I had some
12 roosters, you don't know when you hatch them and then I found out
13 that there's a code in the Town of Brookhaven about having
14 roosters, a guy knocked on my door with a badge.

15
16 *(*Laughter*)*
17

18 I had to get rid of the roosters; my children were upset. But we
19 brought the rooster in, one of the roosters, he was Tucker, he was
20 our mascot, actually lived in our courtyard. But because of the
21 same reasons I couldn't have him at my house in the Town of
22 Brookhaven, we had to get him out of there. But he was a mascot,
23 we had a lot of fun with him.

24
25 So that was the first year. So for kind of hitting that bump in
26 the road, you know, through a lot of different support and, you
27 know, through Mr. Frennd, you know, pushing, pushing, pushing, we
28 had a lot of success from that class; five graduates from that
29 class went on to pursue majors directly related to environmental
30 science. I mean, so we saw that direct impact right away. And
31 then when we ran the schedule for this coming year, we had to run
32 two courses. Fifty-four students signed up for the course. What
33 did we end up with, 57?

34
35 **MR. FRENND:**
36 Something like that.

37
38 **MR. PETRETTI:**
39 So the interest exploded. And as you can imagine, you know, in a
40 typical school setting with a classroom, you know, when those
41 lights were glowing out of that room, everyone that walked by
42 wanted to peek and wanted to see what was going on. And then I
43 think having the chicks in there really kind of sealed it for a lot
44 of kids, we had to lock the room down. But the interest was there,
45 and so we knew we really had to get that greenhouse up and going.
46 Through a lot of help politically we were able to get clearance on
47 the greenhouse. We had to shorten it by five feet and do some
48 other things, but we were able to get in, the environmental club
49 continued to grow for our -- for now getting in the greenhouse and
50 outfitting it, our wood shop class has built raised beds for trying
51 to go cross curricula as much as we can, get as many students
52 involved so that we were able to experiment with a larger variety
53 of vegetables, experimenting more with aquaponics, and I'm going to
54 let Mr. Frennd talk about that.

1 And to the point now that when we know the Spring when we really
2 start producing a lot of produce, we've been in talks with our food
3 service provider and we want to be able to serve the food in our
4 cafeteria and kind of promote the whole on concept of locally grown
5 food and what's available and different ways you can fix it, you
6 know, prepare the food. So we're going to -- we have numerous
7 students that are involved in the culinary program at BOCES that we
8 want to pull -- you know, if we give the food service folks two
9 weeks notice, they'll set a day, they'll give us space within the
10 cafeteria, we'll keep our BOCES students home and during the
11 lunches they will create tasting bars for our students, so we're
12 looking forward to doing that this Spring.

12:59PM

13
14 So this is kind of where we are this school year. You can see us
15 in the greenhouse. There's been interest from other schools.
16 We've run a couple of different tours, you know, different
17 organizations wanted to come in and see what we're doing. These
18 are the raised beds that were built by the students, you can see
19 some different things in there. Again, we continue with the
20 interior grow room, and I'll have Eric -- I'll go back to this
21 slide, I'll let you explain the whole aquaponics.

01:00PM

22
23 **MR. FREND:**
24 Yes.

25
26 **MR. PETRETTI:**

27 It's science; he's a scientist, I'm the pencil pusher. But the
28 whole concept really kind of -- this has changed our school, and
29 it's piqued a lot of interest. It's really put the whole
30 conversation of sustainability to the forefront, and through the
31 Environmental Science Club and the Environmental Science class,
32 we've been able to a lot of different things and there's been a lot
33 of interest. You know, some of the -- kind of branching out what's
34 happening from this program. You see the trout, the whole idea of
35 restocking local streams, you know, and ponds, which there are a
36 lot of on the North Fork, so our Marine Science class was involved
37 in that. Eric's been taking our students out to visit some of the
38 different local farms and the different types of farming that are
39 out there through opportunities -- our students participated in
40 gleaning at Sang Lee Farms towards the end of the year where they
41 clean those farms. If you look at these pictures down here, who
42 did we do this in conjunction with?

01:00PM

43
44 **MR. FREND:**
45 The Town of Southold.

46
47 **MR. PETRETTI:**

48 The Town of Southold, a beach grass replenishment project. So our
49 Environmental Science students spent a day, they went to various
50 beaches on the North Fork where they were planting beach grass and
51 they learned what that's all about. And that was a great
52 experience for me being there with them. It made them see the
53 dunes and the beaches in a kind of different way. You know,
54 they're working all day planting these grass and everything, these
55 are some of the beaches where our students kind of hang out and
56 spend some time when they're not in school, and to hear the

01:01PM

1 students say, *If I see someone walking on that beach grass*, you
2 know, they were going to be upset about it and it gave them -- you
3 know, there was that piece of it and the different roles that play
4 in the environment. And then our Fishing Club ran a catch and
5 release tournament with the idea of promoting, you know, protecting
6 a resource and not always taking -- but that -- you know, these
7 things are all limited resources. And that's -- that's kind of
8 where we're at now. You know, we're looking at next steps. Eric's
9 in my office every day, you know, wanting garden towers and let's
01:02PM 10 do this grant and so forth. So that's kind of how we got to where
11 we are.

12
13 The interest is there, as you can see by the numbers. We're a
14 small school, 57 students. I have classes of 80 to, our largest
15 class is about 120 right now, so that just gives you an idea of how
16 many students are quickly interested in this type of program. And
17 you can see our students going out and pursuing that, you know, at
18 the next level, on the college level.

19
01:02PM 20 So with that, Eric, if you can talk about just some of the stuff
21 that we're doing this year with the aquaponics.

22
23 **MR. FREND:**

24 Well, I have to say, I've been in the district about, what, 20
25 years. I mean, it's been a long time. And I have to tell you,
26 this is the most interest in any class that I've seen there in
27 20 years. I mean, we're having more kids enroll for next year.
28 The support from the kids, the faculty, the community has been
29 tremendous over -- you know, just going through this whole course.

01:03PM 30
31 What I try to do with them is really like know other course, they
32 get to see a little bit of everything. Because as he -- Mr.
33 Petretti was saying, we're growing right now every single day.
34 So I'm always researching, like we're looking into tower garden
35 hydroponic to dutch bucket method hydroponic to we were planting
36 beach grass, then we went to north fork native growers and now
37 we're growing beach grass. So whatever we can grasp, that's what
38 we're trying to do.

01:03PM 39
40 A lot of the colleges right now have a big sustainability
41 environmental major out there, and each college can define it
42 separately and what they want to do. So we want to give them the
43 biggest opportunity they -- you know, we can offer them. And in
44 such a small school, we're offering, I think, a lot. Like if you
45 look at the picture up there on the monitor, we go from in the
46 greenhouse to growing boxes to inside to growing boxes with LED
47 lighting or grow lighting. In the middle there, that was our
48 hydroponic box which is going to be aquaponics. So in the big like
49 brown barrel, that's 300 gallons, that's going to have a bunch of
01:04PM 50 coi fish in there which are going to then feed into the hydroponic
51 box and the lettuce is going to grow that way. So they're really
52 experimenting on a totally different field. I mean, and now that
53 we have inside the ag room, they can take experiments from what's
54 happening inside under the grow light and let's compare it to
55 what's happening outside in the greenhouse. What are the different
56 soils going to be like? What type of fertilizer? Everything's

1 organic in the school. You can't use technically fertilizer, but
2 different mixes. Sang Lee has been great, Lucy Senasac has really
3 helped us out tremendously when it comes to specific growing
4 questions, you know, I would go to her as the go-to person and
5 different things that we're growing. It's going from microgreens
6 to carrots to beets to lettuces and things of that nature.

7
8 And I've got to say, the girls have been absolutely great. Like
9 for example, Julianna over here has been -- she's been helping us
01:05PM 10 out with aquaponics; her and a few others have been designing.
11 Like I said to them, *Okay, you research it and design it. What do*
12 *you think works best?* And so they would spend some time, you know,
13 9th period or whatever trying to figure it out. They've all really
14 been an active part. I find -- and we'll ask them in a second.
15 What makes it successful is it's hands-on, they get to kind of
16 think out of the box and it's not the same routine all the time,
17 and they're seeing a multitude of different growing abilities. And
18 we're really seeing a big push, I think in our country and in other
01:05PM 19 areas when it's going to be -- whether it's greenhouse, hydroponic,
20 aquaponic, different growing methods and stuff like that, and it's
21 a major field right now in college.

22
23 Do you guys want to add anything? No?

24
25 **MISS YOUNG:**

26 I will. I think that this program is just really something that's
27 so different to anything that we've had at the school. It's always
28 been like, you know, chemistry or we have physics and biology, but
29 I think this is something so different that it's really cool to
01:06PM 30 experience new things. And a lot of people don't know what they
31 want to do when they go into their first year of college, so if
32 this was something they are interested in, it's a great way to, you
33 know, get knowledge now before you go into college knowing what you
34 want to do. And it's just really cool to get -- I have -- my
35 family has a history in farming, so it's really cool to be able to
36 take these things that we learned and we actually grow everything
37 and be able to -- you know, we can apply it in the summer, or even
38 after years and when we graduate and it's just something really
01:07PM 39 different and cool that I think a lot of people should get to
40 experience.

41
42 **MISS SLUYTERS:**

43 Going off what she said, there's only so much you can learn from a
44 text book. And there's something different having your hands full
45 of dirt and actually doing something. I actually started it
46 because my sister got an award for it from Mr. Frennd and we want to
47 keep that in the family for now, and so it's kind of a competition
48 right now.

49
01:07PM 50 *(*Laughter*)*

51
52 **MISS HASSLEDINE:**

53 Living in a community where there's so much farming, being in this
54 program has really made students conscious of the farms, when they
55 drive past a farm. There's always a farm when we're driving, and
56 as we pass a farm we're now more conscious of what's actually going

1 on at that farm. It's not just some vegetables that are being
2 grown, there's a lot more to that than just, you know, going out in
3 a field and growing vegetables. It's much more involved and I
4 think that's made our students so much more conscious of what's
5 going on in their community.

6
7 **CHAIRPERSON MARTINEZ:**

8 Well, thank you. I love it. I love the presentation. You ladies
9 are amazing. And obviously without the support of staff and
01:08PM 10 faculty this would not happen, aside from organizations outside the
11 district. And I know we have certain Legislators that have
12 questions for you, so I'll let them go first before I go. But you
13 should be very proud of what you're doing. And on the side I've
14 been speaking to my colleague here, Al, and I want this in my
15 district. So this is the purpose of why you're here is to kind of
16 open the eyes of everybody else who is here and see what you have
17 already done. So I commend you, and competition in the family is
18 kind of good when you're with sisters.

19
20 *(*Laughter*)*

01:08PM 21
22 Legislator Hahn.

23
24 **LEG. HAHN:**

25 Hey there. I'm Chair of the Environment Committee, so it's
26 wonderful. You know, I guess my question -- well, I'll get to it.
27 But it is fun, hands-on learning of biology and chemistry, which
28 I'm sure is part of what you are learning in the class, it's all
29 related. It's so important, you know, from an educational
01:09PM 30 perspective, to bring the experiential learning into the classroom
31 to develop the passion, to develop the interest in something
32 specific and recognize that -- you know, how they can apply what
33 they're learning, it's so critically important.

34
35 And so to the question; really, Legislator Martinez touched on it.
36 Are other high schools in Suffolk County teaching this class? Did
37 you model the curriculum after something in particular? And could
38 it be modeled, could your -- could this be modeled for other
39 districts?

01:10PM 40
41 **MR. FREND:**

42 When we came up with it, we really just went with the AP
43 Environmental curriculum. Because, you know, it really teaches a
44 little bit of everything that they need to know. And then we
45 really just kind of pieced it together. We looked at a few other
46 schools that have not an ag program, but they have a greenhouse or
47 they're growing stuff for their cafeteria or -- you know, some have
48 light, smaller hydroponic boxes and things of that nature. We took
49 a little blend of that with the knowledge from Sang Lee and Mr.
01:10PM 50 Gabrielsen and other avenues and we really just -- we're going out.
51 I mean, like we're really kind of hitting the gas and hitting all
52 different -- as we said before, giving a little bit of experience
53 everywhere.

1 And then back to what the girls were saying, with the community
2 itself, I mean, there's a lot of local people who have been kind of
3 helping us out along, you know, with different methods. But there
4 really wasn't a model that we actually said, *Okay, this is where we*
5 *go.*

6
7 **LEG. HAHN:**

8 Do you think you developed something that could be replicated?
9 Do you have things to share with other districts.

10
11 **MR. FREND:**

12 Yeah. I think we --

13
14 **MR. PETRETTI:**

15 My feeling -- you know, for a program like this to happen in a
16 school, you need a couple of things. The most important thing is
17 you need a teacher that's enthusiastic about it. Somebody can't
18 make a program like this run if their heart's not into it, so
19 that's the most important piece. The second is you need an
01:11PM 20 administration and a Board of Education that's willing to take a
21 chance and kind of go outside the box, you know, so to speak with
22 trying something new, you know, pushing the limits of what's
23 allowed maybe or whatever the case may be and taking, you know, a
24 chance that there's going to student interest in it. Again, a lot
25 of that has to do with the teacher. That's a key component. You
26 know, it's a gamble; for us it paid off. You know, we had the
27 right teacher, we were able to get the administrative support as
28 well as the community support and we found that the interest was
29 there.

01:12PM 30
31 **LEG. HAHN:**

32 Thank you.

33
34 **CHAIRPERSON MARTINEZ:**

35 Thank you. And Legislator Hahn, just to follow-up on what you
36 said. Most schools do have, you know, the Environmental AP course,
37 and I think as -- you know, in terms of the teaching ability and
38 just to following to the curriculum is not -- it just could be
39 part, it's like a supplemental part of what the curriculum already
01:12PM 40 entails. Legislator Browning?

41
42 **LEG. BROWNING:**

43 I was kind of asking the same thing. And Monica, like you said, it
44 would be great to see a lot more schools doing this. I have the
45 Cornell Farm right in my district and I can tell you a lot of kids
46 that go to the farm, it's a whole new exposure to them. And it's
47 pretty amazing when you go and they don't realize where everything
48 really comes from. But -- now, you girls, I know you said your
49 family has a farming background? None of you apparently have --
01:13PM 50 are growing up on a farming household?

51
52 **MISS YOUNG:**

53 I used to, but I think I was like five when I moved to Mattituck.
54 But my Grandpa still has a farm in Riverhead and we used to live on
55 the farm, so.

1 **LEG. BROWNING:**

2 Okay, so it's great. And Al and I have talked about it, how
3 difficult -- it's not an easy job to be a farmer.

4
5 **MISS YOUNG:**

6 Oh no.

7
8 **LEG. BROWNING:**

9 So it's definitely -- it's something that we do need is many of our
01:13PM 10 young people to get involved. Now, you mentioned grants. What
11 kind of grants; is there Federal, State grants for this program?
12

13 **MR. PETRETTI:**

14 We've been working mostly with the local level right now, County
15 and State grants. We just put one in --
16

17 **MR. FREND:**

18 Soil and Conservation.
19

20 **MR. PETRETTI:**

21 Yeah.
22

23 **LEG. BROWNING:**

24 Okay. Well, that's good to hear, and I hope that other school
25 districts -- I mean, in the Bellport/North Bellport community, they
26 worked with Sustainable Long Island, they have a summer program
27 where they have a farm stand, but I think this would be a pretty
28 awesome program for the school districts in my district. So thank
29 you for your work.
01:14PM 30

31 **CHAIRPERSON MARTINEZ:**

32 I agree. And I know Augie's in the back, so you know that we're
33 going to be calling you. Legislator Kennedy.
34

35 **LEG. KENNEDY:**

36 I just want to clarify, the AP class is Environmental Science or is
37 it agriculture itself?
38

39 **MR. FREND:**

01:14PM 40 I follow the AP Environmental curriculum. It's an Environmental Ag
41 class, so they're not going off for the AP credit. I just
42 follow -- that's the curriculum I use. It gives the most in-depth
43 and it really gave them the background that they needed for the
44 class, so. And especially, I didn't know their background
45 science-wise, so it really tied it all together.
46

47 **MR. PETRETTI:**

48 It was important that there was a high level of rigor involved in
49 the class, and so that's, you know, another reason why we wanted to
01:14PM 50 go that way.
51

52 **LEG. KENNEDY:**

53 Thank you.
54

55 **CHAIRPERSON MARTINEZ:**

56 Thank you. And I just had also another question. I know that

1 you're producing and you're growing your produce there and using it
2 for the cafeteria and so forth. Are you also expanding out; for
3 example, to your local residents?
4

5 **MR. PETRETTI:**

6 We've got to see where it goes. We do -- you know, part of the
7 division is once -- we struggled a little bit, we didn't have heat
8 in the greenhouse, we couldn't get a permit for that and so that's
9 our next hurdle, so we can really produce year-round and increase
01:15PM 10 our grow rates. But part of our vision is we have our life skills
11 students, our special ed students now run our school store and
12 that's been very, very successful for them and has resulted in job
13 placement for them. So we envision doing a farmer's market of
14 sorts, maybe every other Friday where parents picking their kids up
15 and teachers leaving for the weekend can get some of the produce.
16 Who knows? Honestly I couldn't tell you where it's going to go.
17 You know, when he told me we were going to use fish for fertilizer,
18 you know, earlier this year (*laughter*), I was like what? So, you
19 know, we're not sure. We're kind of, again, building it as we're
01:16PM 20 flying.
21

22 **CHAIRPERSON MARTINEZ:**

23 Well, thank you. And I look forward to hearing of your success and
24 hoping to see other school districts also jump on board with this.
25 And I know the college is here, and I think this would be something
26 great that we at the college can do for our incoming students who
27 may have already had the background over at the high schools. We
28 have also Legislator Krupski who had a couple of questions for you.
29

30 **LEG. KRUPSKI:**

31 I just want to thank you for coming in. And these are, you know,
32 some of the men here who educated my children when they went to
33 Mattituck and they benefitted from their experience and passion.
34 So I just want to thank you for doing this.
35

36 And to the students, congratulations. Because I went -- you know,
37 John and I went to see it that day and we were really impressed
38 with, you know, what you did with our own classroom there, turning
39 it into a really productive area. And I know firsthand, you know,
01:17PM 40 when you're a student and you get to see things and you get to
41 actually do the things. That quote from Ben Franklin is perfect,
42 because it makes it so much more meaningful. So keep up the good
43 work.
44

45 I'm glad you did apply for that grant, and we are trying -- to
46 Kate's question about the funding. You know, Suffolk County Soil &
47 Water, we did have some money. We did make the decision last year
48 to reach out to different schools. A lot of the elementary schools
49 have the school gardens, but this kind of takes it to the next
01:17PM 50 level as far as more in-depth education. But just on a general
51 sense, that, you know, people need to know where their food comes
52 from on a basic level, that it just doesn't show up somewhere, that
53 it's actually what it takes to grow it. So keep up the good work.
54 Who knows, maybe next year they'll come in here and they'll have a
55 pig farm or something else to talk about.
56

(*Laughter*)

1
2
3 **MR. PETRETTI:**

4 Again, thank you for having us. And in regards to, you know,
5 Suffolk Community College being here. In our first meeting, you
6 know, when I was speaking with Mr. Ruckdeschel and we were kind of
7 talking about this, you know, I could see right from that first
8 meeting where this could go. You know, I knew at that point in
9 time, we don't have a program on Long Island. There is no -- on
10 the college level, there's no, you know, graduate level ag ed
11 program at all on Long Island. We have our students going to
12 Cobleskill, they're going to Cornell and going all over the place,
13 and the interest is there, you know. So I think that if that was
14 the direction Suffolk Community College was to go in, I think that
15 it would draw the students in, absolutely.

16
17 **LEG. KRUPSKI:**

18 And I think that was -- you know, John and I had that light bulb
19 went off when we were there to reach out to the college. We know
20 they have the greenhouse here in the Riverhead campus and it's -- I
21 think it's underutilized, but it's a nice greenhouse and it's a
22 good opportunity. Again, to get that kind of exposure at that age
23 would be a great resource, you know, for the student population of
24 everyone at Suffolk, it wouldn't just be Mattituck students, it
25 would be everyone. So, thank you.

26
27 **MR. PETRETTI:**

28 Thank you.

29
30 **MR. FREND:**

31 Thank you very much.

32
33 **CHAIRPERSON MARTINEZ:**

34 Thank you.

35
36 Okay, so we're going to continue with our agenda. Also for the
37 record, please note Legislator Barraga's excused absence.

38
39 So we'll go back to our ***Tabled Resolutions*** and that's ***1776-16 -***
40 ***Adopting Local Law No. 2016, a Local Law to ensure fair***
41 ***employment in Suffolk County (Presiding Officer Gregory).***

42
43 **LEG. HAHN:**

44 Motion to table.

45
46 **CHAIRPERSON MARTINEZ:**

47 At the request of the sponsor, we're going to -- motion to table
48 it. I'll second it. All in favor? So Legislator Hahn is the one
49 who made the motion. Thank you. All in favor? Opposed?
50 Abstentions? It is ***tabled. (VOTE: 5-0-0-1 - Absent: Legislator***
51 ***Barraga).***

52
53 ***Tabled Resolution 1023-17 - Adopting Local Law No -2017, a Local***
54 ***Law to change the standard for admission of evidence at hearings***
55 ***before the Suffolk County Human Rights Commission (County***
56 ***Executive).*** I did see Dawn Lott; is she still here?

1 MS. LOTT:

2 Yes.

3

4 CHAIRPERSON MARTINEZ:

5 Do you have a couple of questions you have for us or comments for
6 us?

7

8 MS. LOTT:

9 Good afternoon. No questions or comments.

01:20PM 10

11 CHAIRPERSON MARTINEZ:

12 So you're good to move forward?

13

14 MS. LOTT:

15 Yes, I am.

16

17 CHAIRPERSON MARTINEZ:

18 Okay. Or would you like to explain to us exactly what this bill
19 entails?

01:20PM 20

21 MS. LOTT:

22 I can if you'd like.

23

24 CHAIRPERSON MARTINEZ:

25 That would be great. Thank you.

26

27 MS. LOTT:

28 Okay, so the bill -- the purpose of the bill is to make the rules
29 of procedure with regard to the Suffolk County Human Rights
01:20PM 30 consistent with the code, specifically with regard to hearings and
31 the evidence that is presented. So the bill is to reduce the -- to
32 make the standard a more relaxed standard for the admission of
33 evidence, meaning that rules of evidence with regard to -- for
34 instance, hearsay and witness testimony laying foundations that a
35 party would not be bound by those rules of evidence and it's a more
36 relax standard which is what some of the other agencies comply
37 with.

38

39 CHAIRPERSON MARTINEZ:

40 Legislator Kennedy has a question for you.

01:21PM 41

42 LEG. KENNEDY:

43 Hello, Dawn. Thank you for coming out and thank you for working
44 with us.

45

46 MS. LOTT:

47 You're welcome.

48

49 LEG. KENNEDY:

01:21PM 50 I am not an attorney. I've read this, I've read the code. I tried
51 to get in touch with Rabbi Moss, I -- this has bothered me simply
52 because of hearsay. Now, I know in court when someone goes for
53 doing a bad act, hearsay does not count at all. This would allow
54 someone to come in with and say they observed something or they
55 were told something and that would be taken into consideration?

56

1 **MS. LOTT:**

2 It may be.

3
4 **LEG. KENNEDY:**

5 Okay. So if it proceeds from that point to a true court of law,
6 wouldn't that be tossed out because the legal system does not take
7 hearsay? Believe me, I am thrilled that we even have this for the
8 years that we've had it. I'm not trying to be negative here. I am
9 just saying if we do this and still, the next step sometimes is to
01:23PM 10 go the full legal route in there; would it be useless?

11
12 **MS. LOTT:**

13 The answer to that is no, and I think it's good to understand that
14 I used hearsay as an example, as only one example. And so I think
15 it's best to look at it from the point of view that we're talking
16 about discrimination, and oftentimes discrimination -- the majority
17 of the times discrimination is proven or established by
18 circumstantial evidence. So you really would have someone saying,
19 *I was terminated. My employer terminated me and the reason why*
01:23PM 20 *they terminated me is because they said that I'm a female or*
21 *because I'm African-American, right?* So this particular -- what
22 this allows us to do is use what we call all sorts of evidence; it
23 could be in the form of hearsay, it could be the form of documents,
24 it could be a variety of different levels of evidence that we use.
25 So we're not saying that we solely would rely upon hearsay, it
26 could be a myriad of other evidence that we rely upon to basically
27 what the purpose of the commission is is to determine whether or
28 not there is enough there to decide whether discrimination has
29 occurred or not, so this is just one avenue.

01:24PM 30
31 And the other thing I would like to mention is that because we deal
32 with pro se individuals -- so what you would be requiring is a pro
33 se, whether it's a complainant or respondent, now be held to
34 standards which, quite frankly, attorneys have a hard time
35 understanding what rules of evidence are. So I hope that addresses
36 your question?

37
38 **LEG. KENNEDY:**

39 It does. I just want to say, I didn't use the term hearsay. If
01:24PM 40 you read my notes, I wrote on here I specifically only have hearsay
41 in there because that is my concern. The rest of it I understand
42 fully. I just get a little nervous that everything will be thrown
43 out if it goes any higher than this group.

44
45 **MS. LOTT:**

46 So if I could just add that just based upon my experience, when
47 we're making a determination we're not relying just upon hearsay.
48 So in terms of -- so again, that's to address your issue of should
49 this matter go forward and, for instance, should someone bring a
01:25PM 50 claim in State Court or Federal Court whether or not it would be
51 tossed out, and my response to that is no, not necessarily, because
52 that's not the only type of evidence that was relied upon to make
53 that determination.

54
55 **CHAIRPERSON MARTINEZ:**

56 Legislator Kennedy, if you don't mind.

1 **LEG. KENNEDY:**

2 Yeah, go ahead.

3
4 **CHAIRPERSON MARTINEZ:**

5 So I guess just for clarification purposes; and Leslie, please
6 correct me if I'm wrong. But I think from what I'm hearing and
7 understanding is that if certain evidence are presented to the
8 commission, we wouldn't want that extra evidence, even though let's
9 say you just used the hearsay moving forward, that if there were to
01:26PM 10 be a case, you know, and it was a real legit case, but now you're
11 going based upon one of the evidence being hearsay, would that
12 completely destroy that potential case?
13

14 **MS. LOTT:**

15 I think, one, you would have to take it on a case-by-case basis,
16 but I also think you have to be reminded that the hearing is being
17 presided over by an Administrative Law Judge and the rules give
18 them certain discretion. And so to answer your question, I would
19 say it would depend on -- you would have to do a case-by-case
01:26PM 20 analysis, and I can't make a broad statement and say that
21 definitely, yes, the case would be tossed or it would not be
22 tossed. And also, it would be based upon the type of
23 discrimination that we're talking about, whether we're talking
24 about age, race, sex and gender discrimination.
25

26 **CHAIRPERSON MARTINEZ:**

27 (*Laughter*) I understood it. Okay, so just again for clarification
28 purposes in my head; so the outcome that you expect from relaxing
29 the rules of evidence is so you can obtain as much information as
01:27PM 30 you possibly can to move forward with a particular case.
31

32 **MS. LOTT:**

33 That is correct.

34
35 **CHAIRPERSON MARTINEZ:**

36 Okay. And according to the bill also, it does state that you will
37 be developing some rules and procedures. Are you following
38 anything that's already in existence?
39

01:27PM 40 **MS. LOTT:**

41 So the rules of procedure, which obviously are separate from the
42 code. The rules of procedure already allows for the admission of
43 hearsay and other types of witness evidence. So that's why when I
44 first spoke I said the code would basically make it consistent with
45 what the rules of procedure have been.
46

47 **LEG. KENNEDY:**

48 Okay (*laughter*). I'll make my judgment after a period of time, but
49 I'll vote for it now.
01:28PM 50

51 **CHAIRPERSON MARTINEZ:**

52 Thank you, Ms. Lott. Are there any other questions? Okay, I would
53 like to make a motion to approve.
54

55 **LEG. KENNEDY:**

56 Second.

1 **CHAIRPERSON MARTINEZ:**

2 Second by Legislator Kennedy. All in favor? Opposed?
3 Abstentions? Motion carries. (*Approved - VOTE: 5-0-0-1 Absent:*
4 *Legislator Barraga*).

5
6 We do not have any tabled subject to calls, so this ends today's
7 committee. Thank you.

8
9 *(*The meeting was adjourned at 1:28 p.m.*).*

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