PUBLIC SAFETY COMMITTEE

Of The

SUFFOLK COUNTY LEGISLATURE

MINUTES

A regular meeting of the Public Safety Committee of the Suffolk County Legislature was held in the Rose Y. Caracappa Legislative Auditorium of the William H. Rogers Legislature Building, 725 Veterans Memorial Highway, Smithtown, New York, on December 13, 2007.

Members Present:
Legislator Jack Eddington - Chairman
Legislator Kate Browning - Vice Chair
Legislator Joseph Caracappa
Legislator Elie Mystal
Legislator Daniel Losquadro
Legislator Lynne Nowick
Legislator Wayne Horsley

Also In Attendance:
Deputy Presiding Officer Vivian Viloria Fisher - 5th Leg. District.
Legislator Cameron Alden - 10th Legislative District
Legislator Steven Stern - 16th Legislative District
George Nolan - Counsel to the Legislature
Ian Barry - Assistant Counsel to the Legislature
Renee Ortiz - Chief Deputy Clerk/Legislature
Robert Calarco - Aide to Legislator Eddington
Katie Horst - Aide to Legislator Eddington
Paul Perillie - Aide to Majority Leader Cooper
Linda Bay - Aide to Minority Leader
Lori Murphy - Aide to Legislator Losquadro
Greg Moran - Aide to Legislator Nowick
DuWayne Gregory - Aide to Legislator Mystal
Bob Martinez - Aide to Legislator Montano
Kara Hahn - Director of Communications/P.O. Lindsay's Office
Linda Burkhardt - Aide to Presiding Officer Lindsay
Warren Greene - Aide to Legislator Alden
Maria Barbara - Aide to Legislator Alden
Jim Maggio - Budget Review Office
Ben Zwirn - Deputy County Executive
Brian Beedenbender - County Executive Assistant
Brendan Chamberlain - County Executive Assistant
Richard Dormer - Commissioner/Suffolk County Police Department
Robert Anthony Moore - Chief of Department/Suffolk County Police
Bob Kearon - Division Chief/District Attorney's Office
Debra Alloncius - AME Legislative Director
Daniel delValle - Probation Officer's Association/Vice President
Michael P. Sharkey - Suffolk County Sheriff's Office/Chief of Staff
Matt Bogert - 1st Vice President/S.C. Correction Officer's Association
Ronald J. Brogan - D.A.R.E. America

Raymond Fell - Eastern Suffolk BOCES
Barry Rosen - Eastern Suffolk BOCES
Martha Kahn - Eastern Suffolk BOCES
Nancy Schwartz - President - DREAM
Donald Schwartz
Diane Greene - Harborfields PTA
Stephanie Lange - Harborfields PTA
Carol Grossman - Harborfields PTA
Christine Geed - PTA Council President/Half Hollow Hills
Patrick Murphy - Director of Health/Phys. Ed./Half Hollow Hills
Vicki Genovese - PTA President Forst Park/Half Hollow Hills
Mel Stern - Teachers Association President/Half Hollow Hills
Parish Swaby - Half Hollow Hills
Frank Carasiti - Three Village School District
Lou Tuorto - Director of Health, Elwood UFSD
Steve Bartholomew -SHUFSD
Linda Huber - Horizons Counseling Center
Barbara Archer - South Huntington School District
Karen Gaconnier - Long Island Maritime Museum
Steve Gittelman - Vanderbilt Museum
Carol Ghiorsi Hart - Vanderbilt Museum
Doreen Boehme
Maria Ruotolo
Thomas Cooley
All Other Interested Parties

Minutes Taken By:
Lucia Braaten - Court Stenographer

[THE MEETING WAS CALLED TO ORDER AT 9:36 AM]

CHAIRMAN EDDINGTON:
Okay, Ladies and Gentlemen. I'd like to start the Public Safety Committee. If you wouldn't mind rising for the Pledge of Allegiance led by Legislator Browning.

(Salutation)

And if you'd remain standing for all those that add security and safety to our country abroad and domestically.

(Moment of Silence)

Okay, thank you very much. Okay. I'm going to start with public portion, and the rules of engagement today are you'll have your three minutes, and then I will call the next person. And we'll start with Nancy Schwartz.

MS. SCHWARTZ:
Good morning, everyone. My name is Nancy Schwartz. I'm a parent in the Half Hollow Hills School District and President of DREAM, Drug Resistance Education Awareness Moms. It saddens me to be standing before you once again in our pursuit to keep DARE in Suffolk County schools. I have been a proponent of DARE ever since I took the parent DARE Program 11 years ago. DREAM helped expand DARE into our middle schools in 1998 and to maintain its presence in our elementary and middle schools ever since. I am here today to ask that you please vote yes on resolution 2215 to establish policy for continuing the DARE Program in Suffolk County. Let me tell you why.

Our County Executive, our Police Commissioner, and our Health Commissioner would like to have us rely on their word that DARE was found to be ineffective by a 2001 local $50,000 study, which I have here, by the Suffolk County Priority One DARE Program Review Task Force and a study done in 2002 by the general accounting office. What they did not tell us is that the GAO did find that the DARE students showed stronger negative attitudes about illicit drug use. On February 6, 2002, I spoke and helped refute the Priority One findings after pointing to the flaws in their research techniques. Mr. Gallagher and Mr. Gaffney and the Public Safety Committee agreed and continued DARE.

What you cannot measure is how many students have approached their DARE officers for help regarding a family situation, bullying, abusive behaviors, or a friend's concern for someone using alcohol or drugs. How many children have been saved by the mere sensitivity and rapport built between these officers and their students. How do you compile and graph that data. The Robert Wood Johnson Foundation spent $15 million researching DARE, and the University of Akron through their five year study has revised the curriculum and interactive teaching methods to work best with students learning styles, thus further reaching the needs of our children. Results are very positive.

The American Scientific Advisory Board consists of leading national researchers and scientists from the fields of drug education, prevention, child development, medicine, mental health and treatment. These voluntary members are the ones who advise DARE America on their programs, research and prevention trends and ensure the successful implementation of effective prevention education to millions of students worldwide.

Now the Police Commissioner and County Executive want to replace DARE with Enhanced HealthSmart. My Vice President Nancy {Dimonte} and I sat with Eastern Suffolk BOCES and reviewed their curriculum and voiced our concerns. We stated it could compliment DARE but never be a replacement. The 80 hours of training that these offers receive, the street experience they offer as credibility and the small classroom environment cannot compare to a teacher in an auditorium setting teaching materials with much less training and time constraints of meeting their own classroom curriculum and State requirements. DARE supplemental lessons helped the officers

target different issues arising in their communities which also disproves the contention that the DARE curriculum is inflexible.

Why the rush to cancel DARE by December thirty-first? This decision falls in the middle of the school year when half of the schools are on the spring schedule for their DARE lessons. Schools have already set up their scheduled curriculums for the year and cannot begin to train teachers and implement new programs at this stage, thus leaving these children with nothing. If they truly care about the students, give the parents, school administrators and the Legislators the time to review the studies. Give them the opportunity to learn more about HealthSmart and DARE and make an educated decision instead of a unilateral decision by the Police Commissioner and County Executive.

Mr. Chairperson, on December 4, 2006, you promised DREAM as a Legislator and Chair of the Public Safety Committee that you would not let the County Executive or the Police Commissioner make any decision regarding DARE's future without going through a vote from the Legislature. Be a role model for our children and follow through on your word. As members of the Public Safety Committee, please give Suffolk County the opportunity to thoroughly review these programs and ultimately ensure the safety of our students. Please vote yes on Resolution 2215. Thank you for your time and happy holidays.

(Applause)

CHAIRMAN EDDINGTON:
Thank you very much.

MS. SCHWARTZ:
Thank you.

CHAIRMAN EDDINGTON:
Carol Grossman.

MS. GROSSMAN:
Good morning. I also have my co-partner here, Stephani Lange, also on the card, a past president of the PTA. My name is Carol Grossman and I am one of the Co-Presidents of the Thomas J. Lahey Elementary School PTA. I am here today in support of the program. I would like to read a letter.

"To whom it may concern. We, the Co-Presidents of the Thomas J. Lahey PTA, are writing to you on behalf of the DARE Program which is on the verge of being eliminated. DARE is an invaluable program that involves a police officer, Officer Wendy, coming into our children's fifth grade classrooms and discussing the effects of drug and alcohol abuse. The impact of the information that she imparts to our children is a very serious and lasting message. Her impact comes from being a law enforcement officer with years of experience that she shares with the children.

It is our privilege to have her teaching our children. This program is about -- this program is about helping our children make the right choices when they get older. What sense does it make to dissolve a program that is actually working, securing a safe and healthy future for our children. The bottom line is it is the Officer Wendy impact that makes the difference". Thank you.

MS. LANGE:
Good morning. I'm the parent of a seventh grader and a fifth grader in the Harborfield School District here in Suffolk County. Both my children have participated in the DARE Program with Officer Wendy, and I have to tell you, it was one of the best educational experiences for both of them.

Officer Wendy explains very mature material to the children in a way that they understand the seriousness of using and misusing alcohol and drugs. She is a commanding presence to the children standing before them in full police uniform, but her ability to communicate with the children is her strong point. Our children are able to learn about driving under the influence of drugs or alcohol

from someone who has encountered offenders in real life, from a uniformed police officer. She tells them from firsthand experience how people from all walks of life, doctors, lawyers, moms and dads, have found themselves in trouble with the police for alcohol and drug abuse. I just don't believe that our classroom teachers will have the same impact and isn't that what we need, impact. To ask our classroom teachers to teach the children about this sensitive topic will remove all the impact.

In addition, our children feel a real connection to Officer Wendy and are able to ask honest questions without betraying family confidence. Will they feel the same with their classroom teachers? I don't believe so. If we do not educate our young students in the dangers of alcohol and drugs, then how will they be able to resist the unbelievable peer pressure they will undoubtedly face in high school and college?

Statistics show that the DARE Program works. It helps to prevent alcohol and drug abuse among young people. How many more teens must die in drug and alcohol related traffic accidents for us to take this problem seriously. And now here we are being told that the one program that does work might be taken away.

I ask you to strongly consider reinstating the DARE Program as it exists today. It might be our only hope. Thank you very much for your time. I would also like to submit petitions that our fifth graders have taken the time to compile, letters from teachers and the principals from our school district. Thank you so much.

(Applause)

CHAIRMAN EDDINGTON:
Thank you for your presentation. Thomas Cooley.

MR. COOLEY:
Hello. I'm a parent from Sayville, and I have three children in the Sayville School District. I am very disappointed that the County Executive and the Police Department Commissioner has decided cut the DARE Program. The DARE Program was intended to be a drug prevention program, and I admit there may be some questions as to whether or not it's effective. There are so many influences that determine if a child will use drugs or not, and who really knows what works? The real benefit of the DARE Program is the relationship young children develop with real police officers. The greatest loss if the program is cancelled is not drug prevention, it will be the respect young children gain from interacting with real police officers who share real life experiences. I don't understand why the Police Department would want to further isolate themselves from the community and miss out on the opportunity to connect with young people. Crime prevention is not only accomplished on the streets, it starts in the classroom.

This topic cannot be taught effectively by a teacher with a 15 minute lesson plan and secondhand information. They say they are enhancing the program with HealthSmart, cutting the number of officers from 26 down to ten, and visiting the schools only once a year is not an enhancement. They should recognize the other benefits of the DARE Program and possibly modify it so that it reaches more students over a longer period of time. This would be an enhancement. The DARE Program teaches our young children to respect themselves, their peers and those who serve our community. Let's not throw it away.

I also did a survey, it's a small survey and I did it with my children. I asked them to write letters to Mr. Levy and Mr. Lindsay and here are some of their comments.

This is from Timothy who's ten. He said my name is Timothy and I want to learn how to be safe from drugs from an officer instead of a teacher because I would like to have someone tell me about drugs that has seen people doing it and how bad it is. One other reason he would want the DARE Program to continue is because he would like to graduate and he would like other kids to do the same. Please keep DARE and keep us safe.

This is from Ethan who's 12 years old in the middle school. I do not approve of this decision to cancel the program. My older brother and I have both achieved an award and graduated from this great program. I think this program is great. It educates children in a fun and understanding way. I think one of the best things was getting to meet an actual police officer. Officer Ralph is a great teacher. He added so many of his stories and humor to make the subject more enjoyable. My mom and dad said I should write because people can make a difference, even if we are only kids. They said that you care about us.

And this is from my 15 year old. His name is Thomas and he said that he really is convinced that if it had not been for the DARE Program, he would not be alcohol and drug free today. He said it had a real lasting effect on him. Thank you.

(Applause)

CHAIRMAN EDDINGTON:
Thank you very much, sir. Patrick Murphy.

MR. MURPHY:
Good morning. My name is Patrick Murphy. I'm the Director of Health and Physical Education at the Half Hollow Hills School District. On behalf of the Half Hollow Hills School District I would like to express our disappointment in the proposed termination of the DARE Program. As you may be aware of, the following are important facts supporting the DARE Program.

Eighteen research studies show since 1997 that the DARE Program is working, including the National Medical Association Study, showing DARE graduates are five times less likely to start smoking than non-DARE graduates. The Robert Wood Johnson Foundation is currently conducting a five year study involving over 19,000 students from 83 high schools and 122 middle schools with the results being very positive. More students decide against the use of drugs, fewer students report the use of inhalants, and more students learn how to deal with refusing drugs.

The Half Hollow Hills School District feels strongly that the DARE Program fulfills an important curriculum need and we believe by ending this program after 19 years is wrong and counterproductive. The DARE Program is designed to be taught by police officers whose experience and background bring real life situations into the classroom. This is a critical part of the program that cannot be duplicated by a classroom teacher. The DARE Program is unique and not replaceable.

Lastly, the timing decision is poor -- excuse me, the timing decision of this is poor and does not take the students of Suffolk County, nor our instructional program, into consideration. This decision leaves school districts that are not receiving DARE Programs in the spring with nothing. We urge you to reconsider your decision and at the very least complete the school year with the DARE Program. Thank you.

(Applause)

CHAIRMAN EDDINGTON:
Thank you very much. Christine Geed.

MS. GEED:
Good morning. My name is Christine Geed and I am the President of the Half Hollow Hills PTA Council. I have nothing prepared but I want to talk to each one of you face to face. I have a fifth grader, I have a ninth grader, and I have a college freshman. They all went through the Half Hollow Hills School District and two of them have already participated in the DARE Program to great success. And as a parent, I am so thrilled that my -- especially my older son and my high school freshman had the opportunity to get some background before entering into the later years of their education.

Last night I went to our winter concert at our elementary school. The students did a stellar job. Their voices sang like angels. They even had flute accompaniment. It was brilliant. After the concert I went up to so many of them, the many of whom I've known since kindergarten and some even preschool, to offer my congratulations. They had one thing and one thing only on their mind. Mrs. Geed, are they going to take away DARE? Really? How do you respond?

It was very difficult to respond to children with tears in their eyes knowing that for them there is no Officer Bea, for them there is no uniformed officer who is going to take their hand and lead them through the beginning part of one of the most difficult sections of their lives. They're embarking on their middle school years without the support and effort and training of a uniformed officer who's going to take ten weeks of their lives and mold them into successful, honest, hard working individuals that are, for the better part of a miracle, drug and alcohol free. How do you argue with that? How do you look them in the face and say, guys, I'm sorry.

I would love for each and every one of you to come to any one of the elementary schools here in Suffolk County and look these 5th graders in the eye and say no, we can't do it for you. We can't provide you with the same background, the same ammunition, the same results that your brothers and sisters received.

I am so grateful that I had the opportunity to follow Nancy Schwartz and so many of the other very eloquent speakers that have come before me. They gave you the statistics. They gave the results of surveys and outward requests to get information and details. I only wish that the County Executive and the Police Commissioner had done the same thing. Speak to the children, speak to the parents. Get information from the school administrators who have to conduct these new classroom trainings.

We have a very stressed teacher population. The State has mandated so many different curriculum aspects that they've got to add one more thing on to their plate is extremely difficult. To ask them now to take something as important and as crucial as drug and alcohol awareness and teach it to their student children is impossible, because something will lack. Some way, somehow, something will fall through the cracks. Please don't let it be the success of our children. They're our children, they're your children. They deserve the right to have a program that is going to lead them to a healthy, successful career. I implore you to please adopt the resolution and save the DARE Program, not just for this year, but forever. Thank you very much.

P.O. LINDSAY:
Thank you very much.

MS. GEED:
I'd also like to offer this small sampling of letters and petitions of support for the DARE Program. Thank you.

(Applause)

CHAIRMAN EDDINGTON:
Frank Carasiti.

MR. CARASITI:
Good morning. I'm the Superintendent of Schools at the Three Village School District, and my purpose in being here today is to emphasize the importance and the good that the School Resource Officer Program has done for the Three Village School District.

I would like to just point out that I'd much rather be here today telling you that I don't know what this is all about, this School Resource Officer Program, we don't need it in our school district. If I said that I'd be a fool.

The fact of the matter is that in my schools, particularly in my high school, like I believe in any other school in Suffolk County, we do have problems. We have children, we have students who suffer from alcohol abuse, substance abuse, all kinds of drugs. Not only taking them but selling them if they can get away with it. And that's unfortunate, but that's the day and age that we live in.

We can do our best as educators to address these issues, but the Suffolk County Police Department, and we were blessed with this, increased the time that we had for our school resource officer to be in our district. We need the presence of a professional law enforcement officer in our schools, particularly in our high schools. Until a program was cut, and it was cut not drastically but kind of minimally, but it did affect us to some degree over the past month, we were making considerable progress, and we still are. The officer was able to present a consistent, visible presence in our building, most of the time in our high school, but also in our junior high schools and also in our five elementary buildings.

On a weekly basis he spoke to an average of 40 students confidentially about things that were going on in the school. Students, after a while, felt comfortable speaking with him about drugs, about alcohol, about violence, about harassment, and a variety of other issues, and parents came back to thank him for his intervention many times before situations became life threatening.

With the addition of the officer that we had, he had an opportunity to significantly impact not only the students, but the staff by educating them on the changing trends in law enforcement, violence, drug abuse, etcetera. With this trust the officer allowed the students and staff to see that the police are there to help and assist, not merely to apprehend or to be available when trouble arises. There is a tangible and intangible effect with a school resource officer's presence in a district.

And again, I really am here to emphasize what an important program this is to our particular school district. We'll continue our efforts and with the efforts of the Suffolk County Police Department and our school resource officer I believe that we will have a marked improvement and less problems in our schools in the very near future. It's a great program. I would love to see it maintained and expanded. Thank you for the opportunity to speak to you today.

(Applause)

CHAIRMAN EDDINGTON:
Thank you. Dan delValle.

MR. DELVALLE:
Good morning, everyone. My name is Daniel delValle. I'm the Vice President for the Suffolk County Probation Officers Association. For those of you who don't know, we represent 290 of the law enforcement officers employed by the Suffolk County Probation Department.

Two years ago I introduced myself to this Legislative body and there were all a bunch of new faces there and now you're seasoned vets and at that time I had raised concerns about safety equipment and defensive equipment. Particularly I had spoken about the ASP batons, which is a collapsable baton. I'm happy to report that the department has begun to distribute the ASP batons but they only have 19 scabbards. Scabbards are the device which holds the baton, similar to a holster. The rest of the PO's that are distributed the batons will have to purchase the scabbards using their own funds.

Our department needs more money for the equipment and safety training and I hope that will become a priority in the next session. I appreciate the assistance that this Legislative body has given us in the past. I look forward to working with you in the new session.

On another note, Joe Caracappa, I just want to thank you for being a good Legislator and a friend to our Association. Before I was involved with POA you were my Legislator. You worked very hard for

our community. You closed down that crack house on Buckskin. When the guy was selling heroin in the parking lot of St. Margaret's Church you worked to stop that as well. You also worked when I brought a lot of attentions to you as far as abuses with Medicaid that was going on that I became aware of when I was a counselor and I thank you for that. And we're going to miss you.

LEG. CARACAPPA:
Thanks.

MR. DELVALLE:
And we just want to keep seeing you more, so God bless you.

LEG. CARACAPPA:
Thank you.

MR. DELVALLE:
God bless you all this holiday season. Thank you.

(Applause)

CHAIRMAN EDDINGTON:
Thank you very much. Doreen Boehme.

MS. BOEHME:
Good morning. I'm a parent in the South Huntington School District. My children -- I have twin boys in the fifth grade. I'm very disappointed that the DARE Program is -- that they're considering cancelling the program. Particularly in my district we have a sister school, Birchwood, who has received the benefit of the program. They've gone through the program and our program was scheduled in January and now it looks like they will not be able to benefit from it. I'm very, very disappointed. I've heard great success of the program and I feel that it's a great program that we need to continue.

I think the visibility of the police, the rapport that the children receive between the police and the children is something that we really need to -- it should not be overlooked. And I think we really need to continue it.

The teacher curriculum is pretty tight. I really don't see how the teachers can take on these additional responsibilities and expect them to teach our children. I think we really need to look at this.

I really don't see the sense in changing or stopping the program at this point and everybody else has talked about the benefits that the children have received, and I'd just like to reiterate that and please ask for your support in helping us save the program. Thank you.

(Applause)

CHAIRMAN EDDINGTON:
Thank you very much. Maria Ruotolo.

MS. RUOTOLO:
Hi. I'm a PTA President or Co-President, but I'm more so here as a parent. My son -- I have three children. I have one in sixth grade who did the DARE Program. It was an amazing program. I think it taught him, (a), to speak to his siblings about drugs and cigarettes and alcohol, which is a wonderful, wonderful thing when kids can talk to their younger brothers and sisters and, you know, they're looking up to them like, wow, big brother is saying no, this is great. I think it also gets the kids to talk to their families about it.

As a parent, and I'm sure many of you are parents, you know my purpose for my children is to make their lives miserable. I just tell them no all day long. Don't do this, don't do that, that's not healthy, that's not safe, so they shut me down. They roll their eyes, they shake their head, they hear three words, they're out of there. When you bring a police officer in, in a uniform, and that police officer is there every single week telling those children stories, actual stories that they've experienced, that they've seen, it's going to make a greater impact than mom who just told you to make your bed, brush your teeth, don't watch TV, do your homework, oh, and by the way, don't do drugs, don't smoke cigarettes. Not going to work. Not the same impact.

A teacher in an auditorium is not going to the have the same intimate impact as a police officer in a room of 20 where the kids get to know them, get to look up to them, form that personal relationship, and feel comfortable enough to say you know what, I had a cigarette just last week. What happened, what's that going to do to me? Well, 900 carcinogens in that cigarette -- it's a whole different world. You can't take a program away from children.

You know, I'm here, I work, I'm PTA President, I'm, you know, secretary at the other school on the PTA board. I run myself ragged to protect my children. I tell my children constantly we have leaders that when I can't watch their back you guys are. Don't you dare do this to my kid. I have two more that need this. Thank you.

(Applause)

CHAIRMAN EDDINGTON:
Thank you very much. Barbara Archer.

MS. ARCHER:
Good morning. My name is Barbara Archer. I'm from the South Huntington School District. I'm following Doreen and Maria. I'm here -- I serve as the South Huntington Council of PTA Legislative Chairperson, and we are all in support of DARE. I feel like I'm a little bit on a deja vu, about six years ago when you were going to delete the DARE Program and we were here, we talked to you, we told you the importance. You had set up a committee to come up with a report. Our superintendent at the time, Dr. Timothy Brennan, was on that committee and they met for several months. They came up with a report, which I'm sure you are all familiar with. They talked about the pros, they talked about the cons of the DARE Program, but they decided that it was worthwhile enough, six years ago, to continue with the DARE Program.

Now, all of a sudden, we're deleting it, and what's the rationale? It's halfway through the year. As Maria and Doreen said, half of our students in our school district have received the DARE Program, the other half are not going to receive it. We have many people upset. I'm sorry I don't have the letters. We're in the process of writing letters to all of you to let you know that we support the DARE Program. We feel this is worthwhile. We need this program.

Just as an aside, I guess it was two years ago we were invited to the DARE graduation at Maplewood, the school where these two parents children are slated to not have the program. When we went there as a Board of Education member, I went with one of my trustees, and he is a lawyer now, he has, after I guess, I don't know when he graduated, maybe 15, 20 years ago, he was one of the first classes with DARE. He brought his DARE composition with him and he read it to these fifth graders who were graduating. What an impact it had on them to hear the essay that he had written read to them.

You've heard enough. I think you get the message. It's a very important program. We implore you to please continue with the DARE Program. Thank you for your time this morning.

(Applause)

CHAIRMAN EDDINGTON:

Thank you very much. Mel Stern.

MR. STERN:
Good morning. My name is Mel Stern and I am President of the Half Hollow Hills Teachers Association and I'm also on the Board of Directors of New York State United Teachers. We have already heard this morning some very convincing arguments from the parents and administrators of our community regarding the importance of our DARE Program to our students and our parents. Our faculty is also totally committed to the continuance of the program.

As a classroom teacher for the past 40 years I know and appreciate the value of the DARE Program. Our youngsters in Half Hollow Hills have learned valuable lessons as a result of the extremely enthusiastic and knowledgeable DARE officers. The students have also learned to respect and appreciate our DARE officers and the relationship that they've established between students and the police is a great -- is of great deal of importance.

I have personally been involved in observing this program for many years, and on behalf of our entire Half Hollow Hills staff, I can unequivocally state that the elimination of DARE in Suffolk County will have an enormous negative impact on our students, parents and teachers. It is not even within the realm of possibility that our teachers can effectively learn and teach this new HealthSmart Program within the confines of our already overextended school day. Eliminating a program with such impact in the middle of the school year is just simply irresponsible. Please, just say no, as you've taught our students to say, to the elimination of DARE.

I just want to add a few comments from my sixth grade students this morning as I told them that I was going to appear before the Legislature. Veronica said to me that it would be more work for the police without DARE, as there definitely would be an increase in drug use. She also said that losing the DARE officer in the classroom would be like losing a trusted role model and someone else said and a friend. Amanda sees the elimination of DARE as a potential catastrophe and she anticipates -- that's an A plus in her vocabulary this week -- and she anticipates a definite rise in drug, alcohol and tobacco use among her fellow students. Charles said that the students are very disappointed that DARE might end. Please, listen to all of us and join us in the fight to save DARE. Thank you.

(Applause)

CHAIRMAN EDDINGTON:
Thank you very much. Okay. Is there anybody else that wanted to take three minutes to address us? Okay. Seeing none, I have two presentations and what I'm going to do after each presentation is allow first the committee members to ask questions, and then I'll open it up to our visiting Legislators to continue, and then we'll have the second presentation. I'd like to start with Mr. Brogan from DARE.

MR. BROGAN:
Where do you want me?

CHAIRMAN EDDINGTON:
Come right up here, have a seat, and be comfortable.

MR. BROGAN:
What do they say, never follow children and animal acts, never follow parent acts I don't think. My name is Ron Brogan. I'm the Regional Director for the Northeast for the DARE Program. I spent most of my life in the drug business, mostly on the good, though.

I was a DEA agent for 25 years and I've been with DARE for 11 years. When I was a DEA agent, like many other DEA agents, I felt that we were going to arrest ourselves out of the drug problems, and that was until May 31, 1989. I was making an undercover purchase of a kilogram of heroin in the

Bronx and it was one of those things you hear, it was a drug deal that went bad, and I was, without being melodramatic, I was severely injured and out of work for about a year. As it turned out, the guy who tried to kill me was a guy I had arrested ten years before and he had just gotten out of jail for the same crime. So, so much for incarceration as the panacea for deterring people from selling drugs.

After I went back to DEA I was still really not fit for duty as a special agent, so they made me -- kindly made me the Public Information Officer and the Drug Program Prevention Specialist, a subject I knew absolutely nothing about. That's government for you.

Well, having spent some time in this position researching prevention programs, about five came across my desk a day, we decided, since we were DEA and the best at everything, we were going to start our own program. So we went and met with the -- all the experts, the NIDA people, you know, all of the people who knew about drug programs at the time, and DEA came up with something called Network Three. I was the founder with a woman in Camden, New Jersey, which was where Network Three was implemented.

The idea was you would have this program in one city, Camden as it was, and it would network to the three other cities. Fantastic idea -- I thought, anyway. I mean, I was the founder. It gained nationwide publicity how great it was and Attorney General Janet Reno thought it was fantastic. In fact, it was Janet and Ron for a while. And after a while, we -- you know, we poured money into this thing, you know, we took these kids everywhere. And they networked to Washington DC. So the Network Three Program was there, meanwhile Chelsea Clinton was taking the DARE Program over Sidwell Friends School.

Unfortunately, after the woman in Camden, who was the co-founder and really had the only buy into the program left, the program to our shock and dismay died. Was no more, couldn't go on. Never networked the three cities. That was because there was no buy in. Nobody had any buy in in Network Three except the person who had retired, and that's when it fell on its face.

DEA looked around for other programs, you know, what had resilience, what programs continued, and what programs were effective and DEA came up with DARE. And they kind of, not financially, but they adopted DARE as their official drug prevention program.

Well, despite the fact many people have questions whether or not you can quantify a prevention program, I mean, you're trying to quantify something which has never happened, in 1993 Richard Clayton and Chris Ringwalt, Clayton from the University of Kentucky and Ringwalt from the Research Triangle Institute, both very well known scientists, very well respected researchers, did studies on DARE. These are the overarching studies that everybody quotes when they have something bad to say about DARE. The bottom line, what the studies said, both of them, is that the effect of DARE appeared to dissipate after a year. We don't claim DARE is a silver bullet. There is no program, to my knowledge, in existence that shows long-term effects in keeping kids off drugs.

Kind of an interesting, if not ironic, incident took place this year. We are now with the new DARE and Richard Clayton and Ringwalt are now on the DARE Scientific Advisory Board, which is probably one of the most prestigious scientific advisory boards. They all work without salary, all very well-known scientists. You Google any of them and you get 92 hits on each of them. They are the DARE Scientific Advisory Board. They ensure age appropriate and science based content in the DARE Program. All studies, again, this study by Clayton and Ringwalt was on the old DARE Program. To the best of my knowledge, HealthSmart has never had an evaluation by anyone, and I could be wrong.

In 1999, the Department of Justice convened a meeting in Washington. I attended the meeting, an extremely adversarial meeting. There were drug programs from all over the country, all have said they were the best, most of whom were profit making drug programs. DARE is a nonprofit. After the end of two days in these meetings -- the Robert Wood Johnson Foundation representative was

present. For anybody who doesn't know, the Robert Wood Johnson is an extremely prestigious foundation which funds medical and educational projects. And after listening to all of these programs, the Robert Wood Johnson representatives selected DARE, due to its delivery system primarily, they selected DARE to join in a study and the study was to create what is now known as new DARE. They said since DARE had the gold standard of delivery systems they should have the gold standard of programs.

DARE is in 80% of school districts in the United States. It's in 54 foreign countries, and there are 15,000 DARE officers domestically. We have, despite what I read in the paper about our losing programs, there are new programs in Boston, Jacksonville, Baltimore and hundreds of other cities. Boston, among others, was one of the cities that dropped the program, then after looking at all other programs, trying other programs, they decided that DARE was the best. They brought it back and had to retrain all of their officers. They have about 75 officers.

Teachers just don't have the impact of police officers when it comes to teaching drug prevention. The teachers are with them daily. The DARE officers have two weeks of intense training. They're screened before they become DARE officers. They're not -- this is not mandated to them. They're volunteers, they want to do what they're doing. Many officers we interview are great cops, but we turn them down, they're not what we're looking for as DARE officers, and they really want to do what they're doing.

Now, the, NIDA, National Institute of Drug Abuse, and monitoring the future studies, both of which are pretty much, again, looked at as the gold standard of predicting what's going on in the country, a report that there's 850,000 fewer kids using drugs since 2001, that's with the exception of prescription and over the counter drugs. DARE is responsible to community needs. As a result of this, DARE has created an over the counter and supplemental drug curriculum, which is both for communities as well as for kids, addressing the problem of the rising RX/OTC in the United States.

DARE -- again, I read in one of the papers that DARE is not adaptable to community needs. DARE also has a law -- a very prestigious Law Enforcement Advisory Group. These are police executives from all over the country who tell us what's going on and what their needs are. As a result of this we have the Supplemental Lesson Program, we have supplemental lessons in internet safety, gangs, meth, and many other issues that are brought up by our Law Enforcement Advisory Team.

Simply put, DARE is a system for avoiding risky behavior. The special thing about DARE is the bond officers form with kids and vice versa. DARE officers are passionate about what they do. They act as the coach with the kids, helping them solve real life problems for themselves. That's what the DARE curriculum is about. If you think of police officers standing up in front of an auditorium is going to do that, it just ain't going to happen.

I would like to respond to a couple of things I've read in the press, which are, to put it mildly, inaccurate. There is no wide range of evidence stating DARE is ineffective, nor was there any study done by the GAO in 2002. There was a letter sent in response to a Congressman, a letter quoting some old DARE studies, not a study. The only studies that have been done again are on the old program which is gone. Studies are ongoing on the new DARE curriculum.

Now, if drug use has been increasing in Suffolk County, which I read, it's against the national trend. And if true, you might want to do something about it. Don't scapegoat DARE. DARE is one component to keep kids safe along with parents, schools and communities. And frankly, I'm not really the guy who should be up here. You should be talking to the 26 DARE officers in Suffolk and get their take on it. If they could speak freely you would hear endless stories of kids helped in ways which would bring tears to your eyes. Every DARE officers has many untold stories. Again, this is not going to happen in the gym.

Ladies and Gentlemen, DARE is one of the really good things about America. Thank you, and I'll

take any questions you might have.

CHAIRMAN EDDINGTON:
Okay. Thank you. Legislator Mystal.

LEG. MYSTAL:
Good morning. Did I hear you say that from your observation that DARE doesn't work after the first year, the effect is dissipated after a year?

MR. BROGAN:
No. The study, the Clayton-Ringwalt studies in 1993 on the old DARE curriculum, which no longer exists, was that the -- I guess if there is a negative thing about the study, they said many good things about the DARE Program, these long, long studies, but one of the conclusions was that the effect of DARE in the classroom somewhat dissipated within a year after its presentation. That's with a one year presentation of DARE, not multiple presentations in the middle school and elementary school curriculum. But it's really a moot point because the program that they're talking about in all of these studies, all of this negative stuff about DARE, is gone. It's on the old curriculum. We now have the new curriculum which all of your 26 officers have been trained in.

LEG. MYSTAL:
Question number two for you, you said -- have you had any experience in what we are trying to do in terms of the enhanced HealthSmart, you know, DARE. Have you had any experience in that? Have you seen it work anywhere?

MR. BROGAN:
No. I understand that the enhanced part of it is putting police into another -- into teaching another program, this being HealthSmart, and in my opinion is putting square pegs in round holes. And if you're just going to keep ten cops to do that you might as well clear all the cops out of the schools.

LEG. MYSTAL:
So in your estimation the only thing that will work in terms of the DARE Program -- in terms of program for drug prevention would be having cops stationed -- I mean cops in the school.

MR. BROGAN:
Well, the only drug prevention program cops teach in the United States is DARE. Cops have not been trained to teach any other program, and quite frankly, knowing DARE cops, and again, I don't know any of your DARE cops, but knowing DARE cops nationally, if you took some consideration of them, I don't think they want to do it.

LEG. MYSTAL:
I think I heard you say that you don't know of any program that could -- that would prevent kids from taking drugs that exists long-term.

MR. BROGAN:
No, none exists that have shown up in the literature, in the science, that can demonstrate -- again, prevention is a very difficult thing to quantify. You know, you're quantifying something which never happened. So, I mean, to absolutely dogmatically say that there is no program which keeps kids off drugs forever might be foolish, but I would like to know what the program is. I'd like to work for them.

LEG. MYSTAL:
I know of one. It's called preventing.

MR. BROGAN:
Exactly right.

LEG. MYSTAL:
Thank you.

CHAIRMAN EDDINGTON:
Anybody else? Okay. I just want to add that, and I think -- I did drug education for 28 years, both on the elementary, secondary and college level, and I agree totally with what you say, that it's very hard to prove something that doesn't exist. However, I developed a program with the Northeast Regional Training Center and at that time in '86, when you first came out with the DARE Program I thought you stole my curriculum. However, we looked at the same research. And I went K through 12. The school district in Patchogue-Medford said well, I want you to do fifth grade and so that's what we did. But based on the research from the Harvard Educational Review in 1986, it clearly said to really be successful you have to have a comprehensive approach, and that is drug education K through 12. What Legislator Mystal said, parenting education to support that. We have to have a community support where there's more alternatives to drug use like Boys Club or Girl Scouts, Boy Scouts --

MR. BROGAN:
In total agreement.

CHAIRMAN EDDINGTON:
-- advanced sporting, and we have to have media support. And if you remember in the '80's we had this is your brain, this is your brain on drugs. So that I think we were more successful then because we had a lot of the pieces. In my school district they also did the parenting and the sports piece. It seemed to be effective.

What we're seeing right now is that DARE is one arrow and we need more arrows, and what we're hearing is that maybe the HealthSmart Enhanced might do that, and that's what this real debate is about right now.

MR. BROGAN:
As long as you keep DARE in your quiver.

CHAIRMAN EDDINGTON:
I think that's good. Question?

LEG. ALDEN:
If none of the other members of the committee have a question.

LEG. CARACAPPA:
I have a question.

CHAIRMAN EDDINGTON:
Legislator Caracappa.

LEG. CARACAPPA:
Thank you for coming today. Obviously, this -- well, I don't know if this is obvious or not, but working for DARE the way that you do nationally or regionally, have you seen attempts in other municipalities to do away with DARE?

MR. BROGAN:
Absolutely, and the attempts to do away with DARE have exclusively been for budgetary reasons.

LEG. CARACAPPA:
Right. Now, what have you seen by way of impacts in those areas that DARE has been eliminated?

MR. BROGAN:

Quite frankly, I don't have an answer for that. I have -- you know, reports, anecdotal evidence, but I'd rather not make a blanket statement.

LEG. CARACAPPA:
Okay. Thank you.

CHAIRMAN EDDINGTON:
Legislator Losquadro.

LEG. LOSQUADRO:
To follow-up on that question. I know you pointed out Boston as an example. Have you seen examples of other municipalities that have done away with DARE and then reinstituted it as a result?

MR. BROGAN:
All the time. And we lose programs, no doubt we lose programs, again for budgetary reasons. But for example, I was fortunately -- I assisted in the reimplementation in Boston. And Boston in New England probably you know is kind of the beacon, and once Boston came back on New England lit on fire. We couldn't get cops trained fast enough. They followed -- you know, they followed the leader, which is what I see as so significant in losing a program such as Suffolk County. You've got small municipalities all over who may follow the leader.

LEG. LOSQUADRO:
Thank you.

CHAIRMAN EDDINGTON:
Legislator Alden.

LEG. ALDEN:
Thank you, Mr. Chair, because I'm not a member of this committee but I think it was a very important debate that we're having today. And I apologize for not making it down to your last committee meeting but the death of former Legislator Rizzo and his funeral required me to attend that.

Thank you for coming down and I have kind of a simple question. When did representatives of our County Executive contact you that the DARE Program was going to be eliminated in Suffolk County?

MR. BROGAN:
We were never contacted.

LEG. ALDEN:
Thank you.

CHAIRMAN EDDINGTON:
Legislator D'Amaro.

LEG. D'AMARO:
Good morning.

MR. BROGAN:
Good morning.

LEG. D'AMARO:
I wanted to go back to one of the points that you made earlier, that the -- there's no silver bullet here and you don't represent DARE as being that silver bullet that's going to last a lifetime. So it's really more of a short-term effect, and I think that you're saying after about a year the effects of the program actually dissipate with the students. Is that is accurate?

MR. BROGAN:
This is one of the things that was addressed by the Robert Wood Johnson study in which they have a -- they recommend the elementary school program in fifth and sixth grade, and the booster shot, if you will, of ten lessons in seventh grade and seven lessons in ninth grade, which kind of gives you some inoculation for high school. They felt that combination was the best they could do with all of their research and all of the experts.

LEG. D'AMARO:
Some of the studies that I've read indicate that you can have a longer term effect if you have a long-term program.

MR. BROGAN:
Absolutely.

LEG. D'AMARO:
Such as the K through 12 and I think that's what this committee is going to be looking at a little bit later. And it's a question in my mind what your opinion is, not necessarily with HealthSmart or whatever programs that are out there, but would a more effective program or would DARE be more effective if it were a long-term, say K through 12 type of program?

MR. BROGAN:
Well, DARE actually has programs which go K through four, which are officer visitations, then you've got the fifth or sixth, then you've got the seventh and ninth program, and there are visitations after in the high schools. So, I mean, you've got a -- it's a pretty big program. We've got a lot of curriculum.

LEG. D'AMARO:
So a municipality would have the option of implementing a longer term DARE Program, that's available.

MR. BROGAN:
Either that, or a well recognized comprehensive program in addition to DARE. I don't -- you know, I think I can make a statement. I haven't seen a bad program that I would consider -- all programs are good, but again, unless you have community support and you have parenting, I mean, it begins at home. Everybody knows that, nobody's kidding anybody. The DARE Program, the cop can, you know, teach and cajole and be with kids, but if a kid is in a drug or alcohol environment at home, it's pretty hard to raise a sober kid.

LEG. D'AMARO:
And I think a lot of the testimony we heard today from parents and concerned school administrators was more about just having the contact of children. I mean, I have two of my own, two small boys. Having that contact with police officers, you know, one to one, and reinforcing that. A lot of what I've read and a lot of the e-mails that I've received from my constituents tell me that they really stress the contact, the respect that younger students are getting for police officers and of course that's something important that they have to learn in their early years. So is DARE more effective as a program to foster a relationship and respect for law enforcement than say it is for perhaps preventing over the long-term drug use and drug abuse.

MR. BROGAN:
Yes, and I'll tell you why the bond forms. The curriculum as it is now, the cop is no longer, you know, a didactic lesson. The cop is there as a coach or a mentor and he gives kids real life problems and the kids solve the problems among themselves, the cop acting as a coach. He's not up there don't do drugs, blah, blah, blah. He's there acting as a coach. It seems, and the experts agree, that this type of approach to prevention programs is what engenders that close bond where, you know, a kids first encounter with a police officer is the police officer hauling the mother or father out to jail. I

mean, you've got a positive interaction with the police officer. And from -- you know, I'm always astounded at police managers wanting to get rid of a program when DARE is the best community policing program that exists as far as I'm concerned. And it's, as far as public relations, DARE has it over everything with public relations for a Police Department.

LEG. D'AMARO:
So DARE is -- I think DARE would be very effective in developing that bond, as you say, between police officers and young adults and students and I think it's important the earlier you do that the more important and effective it probably is.

MR. BROGAN:
Without question.

LEG. D'AMARO:
You referred -- just very quickly, Mr. Chairman, just one more question. The GAO study from 2003, I know you've said that DARE has changed or been revamped or whatever the word might be so that the study is really not on point.

MR. BROGAN:
It's moot.

LEG. D'AMARO:
It's moot. The study said in brief, just I'll quote a very brief section. The six long-term evaluations of the DARE elementary school curriculum --

MR. BROGAN:
Excuse me one second.

LEG. D'AMARO:
Yes.

MR. BROGAN:
This was a letter, right, not a study by GAO. It was a letter responding to a Congressman.

LEG. D'AMARO:
Okay. It was a letter to Richard J. Durbin, United States Senate.

MR. BROGAN:
Right.

LEG. D'AMARO:
Okay. And it was from the General Accounting Office which is really regarded as a nonpartisan, non-biased entity. It says that the DARE elementary school curriculum that we reviewed found no significant difference in elicit drug use between students who received DARE in the fifth or sixth grade, which was the intervention group, and students who did not. All of the evaluations suggested that DARE had no statistically significant long-term effect on preventing youth elicit drug use. My question is, with the modification of DARE, if this is no longer --

MR. BROGAN:
It's not a modification. It's an entirely new curriculum.

LEG. D'AMARO:
All right. Entirely new program, and I'm trying to understand this so I appreciate that. And you're saying that this letter conclusion is no longer relevant. Are you saying now that DARE has that long-term effect?

MR. BROGAN:
That remains to be seen with the outcome of the studies. The studies -- early indicators of the study seem to indicate that it has many positive effects, including some long-term effects. It's not going to have long-term effects on all kids, it's not going to have any effect on some kids.

LEG. D'AMARO:
So the jury's still out on whether or not the new program --

MR. BROGAN:
The jury is still out. Early indicators are that we've got the gold standard in curriculum.

LEG. D'AMARO:
And that's encouraging. Just one last question. Is Federal funding available to support the DARE Program in municipalities?

MR. BROGAN:
No.

LEG. D'AMARO:
Was it ever available?

MR. BROGAN:
Not to me -- we get, DARE America, we're the parent -- I was very active in Boy Scouts for many years. I had a troop for nine years, and I kind of equate DARE to the Boy Scouts and then some wiseguy always says Boy Scouts has adult leadership. We kind of regulate, assist, we do all of the training of all DARE officers in the world. DARE America has 20 employees. We get -- this year I think we got $600,000 to assist in our training efforts throughout the world. So that's in Federal earmarked Federal funding. It was at 2.75 at one time, we've been whittled back over the years. You know, we try and get the Legislators and Congressmen and Senators to be our -- and some years are better than others. But this year was $600,000, the rest is, you know, pretty much fundraising and so forth.

LEG. D'AMARO:
Well, I appreciate your answers and I also want to thank you because I know it takes a real commitment. Your career that you talked about before going into DARE is admirable and we appreciate that, I do, and I appreciate your commitment to our kids as well. So thank you.

MR. BROGAN:
Thank you very much. Thank you Ladies and Gentlemen.

CHAIRMAN EDDINGTON:
We still got Legislator Horsley if you don't mind.

CHAIRMAN EDDINGTON:
Legislator Horsley.

LEG. HORSLEY:
Good morning.

MR. BROGAN:
Good morning.

LEG. HORSLEY:
Mine is kind of a quick question concerning the new program. It sounds good, you know, what you're saying, it's kind of some of the stuff we've been told about HealthSmart that are the positives, the extending into the later years, the junior high years, the trouble years. But I'm

wondering, in the programs that I'm seeing taught in the districts that I have, I'm not sure I've seen this advanced program where the police are in the junior highs. I've seen them in the fifth grade classes and I've seen the graduation programs. Where are we in Suffolk County right now if this is your only program? Has it been changed?

MR. BROGAN:
You're teaching in seventh -- no, there is only one program.

LEG. HORSLEY:
Okay. I understand.

MR. BROGAN:
And there is no other program being that's being taught, at least --

LEG. HORSLEY:
Where we at in Suffolk County? Right now if we look at the classrooms today in Suffolk County where are we with your changed program?

MR. BROGAN:
Well, you know, what police officers are teaching which program is really a question for the Commissioner.

LEG. HORSLEY:
If there's only -- are we out of sync then?

MR. BROGAN:
Your police officers, I can tell you what they've been trained in.

LEG. HORSLEY:
Okay.

MR. BROGAN:
In a two week rigorous training they've been trained as school resource officers is included, and they've been trained for all programs in the curricula of elementary and middle school.

LEG. HORSLEY:
Okay.

MR. BROGAN:
They're all trained for that and they're good to go in a two week training.

LEG. HORSLEY:
So we are out of compliance right now is what you're saying?

MR. BROGAN:
No, you're in compliance I presume.

LEG. HORSLEY:
As far as training.

MR. BROGAN:
As far as training.

MR. HORSLEY:
But whether or not they're actually in the classrooms --

MR. BROGAN:
How you are implementing it -- DARE America does not follow-up unless we get specific complaints and then we address the complaints with the powers that be. And then, you know, we've decertified programs from time to time over the years. We had --

LEG. HORSLEY:
So are we in jeopardy?

MR. BROGAN:
We had a chief who didn't like the new curriculum. He didn't like it and he continued to teach the old curriculum and we decertified the town.

LEG. HORSLEY:
Okay. I understand Half Hollow Hills has a program that extends into seventh grade, but I'm not sure about the rest of the program throughout Suffolk County. I'm just wondering, are we out of compliance? That's my question. I guess you don't know that answer is what you are saying.

MR. BROGAN:
I mean, the only answer I could give is you probably don't have enough resources to do it.

LEG. HORSLEY:
Okay. Thank you.

CHAIRMAN EDDINGTON:
One last thing, because we're talking about the revised or new program. I've worked with, when I was in the schools, probably 20 different DARE officers. I never heard a negative thing. They loved the assignment, they loved being with the kids, and it was following the psychosocial model of drug prevention. My understanding is the new program is more the social behavioral, and this is where I have heard criticism from DARE officers that the self-esteem issues, the beginning of the first four lessons or so has been taken out and they feel that the foundation has been taken away. How would you respond to that?

MR. BROGAN:
Well, it is -- you know, again, it's an interactive program. The results of the study will indicate if there are weaknesses and they will be addressed and we'll change it again.

CHAIRMAN EDDINGTON:
Okay. Thank you very much. Thank you very much for your presentation.

LEG. CARACAPPA:
Thank you.

MR. BROGAN:
Thank you.

CHAIRMAN EDDINGTON:
Get home safe. Thank you.

(Applause)

Okay. If I could have the group for the HealthSmart Enhanced Program come forward. Good morning.

MS. KAHN:
Good morning. Can you hear me?

CHAIRMAN EDDINGTON:
You've got to have it right to your mouth.

MS. KAHN:
Okay. Well, how's that?

CHAIRMAN EDDINGTON:
Literally.

MS. KAHN:
Literally? I'm afraid of infectious diseases so I don't want to get too close.

CHAIRMAN EDDINGTON:
We have the Health Commissioner here. He'll validate it's okay.

MS. KAHN:
Good, good. Hi, good morning. My name is Martha Kahn. I am the school liaison with Eastern Suffolk BOCES Student Assistance Service. We have a power point for you so with that I'll begin. Thank you for the opportunity to be here again. Eastern Suffolk BOCES is the contract agency. We're hired by the --

CHAIRMAN EDDINGTON:
Martha, could you just introduce the other people with you, please?

MS. KAHN:
I apologize.

MR. FELL:
Raymond Fell, I'm a Superintendent of Residence for Eastern Suffolk BOCES, retired Superintendent from Suffolk County.

LEG. ALDEN:
It's not on.

MR. ROSEN:
Hi, I'm Barry Rosen. I'm the Administrative Coordinator for the Employee Assistance Program and the Student Assistance Service for Eastern Suffolk BOCES.

CHAIRMAN EDDINGTON:
Thank you.

MS. KAHN:
So thank you very much for inviting us back today. I started to explain that Eastern Suffolk BOCES is hired by the Suffolk County Department of Health Services as the contract agency to fulfill the school based component of it's Learn to be Tobacco Free Program. So I just want to give you a little bit of background about how we are funded and what exactly we do before I get into the meat and potatoes or the lean beef and other vegetables of our program.

So how are we funded? Well, you may know that in 1998 the States Attorneys General settled their individual lawsuits with the tobacco industry and out of that agreement, which is called the Master Settlement Agreement from 1998, the tobacco industry is required to pay 206 billion dollars over 25 years. Now, in addition to New York State receiving money, and we are very familiar with -- I hope we're familiar with the very great advertising that the New York State Quit Line has been doing with the graphic ads and so forth, the Counties in New York also receive a portion of this money. There's no requirement, by the way, that the money be spent on tobacco prevention or cessation, but we

live in a very progressive area so this body and the County Executive prior to this one agreed that a portion of this money should be used for the prevention of tobacco use and to help those people who are smoking to help them to stop.

So in New York's case -- I'm sorry, in Suffolk County's case the County received approximately 20 million dollars this past year. Now most of that goes into the General Fund, but approximately two million dollars went to the Health Department this year, and of that two million dollars BOCES receives approximately $600,000 to fulfill this school based component.

So what is it that we do? Well, the CDC, and to its credit the Health Department went to the CDC knowing that this money, the settlement money, was coming. The CDC set up a template to recommend to municipalities what should you do with this money to prevent future generations from using tobacco products. And the CDC recommends don't just focus on a curriculum that talks about tobacco, rather, you should build instruction into a comprehensive health curriculum that focuses on all risk behaviors.

And how do we know what those risk behaviors are? Well, again, CDC conducts a survey every two years called the YRBS, the Youth Risk Behavior Survey, so we know what the six risk behaviors are. First of all, of course first tobacco use, so we definitely want to focus on that, especially because this is settlement money, but we don't want to limit our program to that. So in addition to tobacco use we also provide information and curriculum around the avoidance of alcohol and other drug use, poor dietary habits, insufficient physical activity, the intentional -- sorry, intentional and unintentional injuries and behaviors that results in HIV/AIDS, STI's and unintended pregnancy. So these are what is referred as the six risk behaviors identified by CDC that cause morbidity and mortality in young people.

So what we are trying to do is prevent those behaviors, and how do we do that. Well, primarily what we do is provide HealthSmart curriculum, a K through 12 comprehensive health curriculum that encompasses all of those risk behaviors. We also do other things in schools and I just want to mention these briefly so that you understand the context in which the HealthSmart curriculum is provided.

We train school staff in youth cessation. So, for example, kids caught smoking on school grounds, rather than just sending them to detention or suspension, they have an opportunity to participate in classes to help them move along that continuum of change, the theoretical -- I'm sorry, the trans theoretical stages of change model so they can go from precontemplation, I'm never going to spoke smoking, to maybe someday I will stop and that's a significant movement. We want to get that early in kids lives.

We also want schools to provide voluntary cessation programs so kids who voluntary want to stop smoking -- it's too expensive, it makes my breath stink, my friends aren't smoking anymore. We want those voluntary cessation programs to be offered as well. We assist schools in tobacco policies so that they have a comprehensive tobacco policy that would include mandatory and voluntary cessation, for example.

And then finally we offer youth empowerment activities. In fact, if you're free tomorrow please join us for our annual high school youth conference. We're holding that at St. Joseph's College in Patchogue from eight a.m. to 1:15. We'll have 17 school districts represented. We have over 200 kids coming, some as attendees, some as presenters of workshops. It's a great day. I invite you to attend any or all of that if you are interested. We want to build leadership skills in kids and that's a protective factor against using tobacco or engaging in other risk behavior. So that's a little bit of background on what it is we do under contract with the Health Department.

So when we were first funded we did a survey to find out what curricula was out there that would meet our needs and we discovered a state-of-the-art curriculum called HealthSmart. It is published by a not-for-profit organization called ETR Associates, Education Training Research. They are the

leading publisher of evidence based prevention programs. All of their programs are based on theory. They are all created so that they clearly define behavior outcomes. For example, we want kids to never smoke or to never use drugs or to eat well, to exercise, so the curriculum is designed to have those outcomes as a result of participating in the program.

There are interactive and cooperative learning approaches. We know that kids and adults learn differently so all of those different approaches are incorporated into the program. And the feedback that we get from teachers when we train them in this program is that it's very user friendly, there's practically no prep involved, and it's very cost effective as they are a not-for-profit company. And they give us, because we order in bulk, we get a significant discount.

And then finally and perhaps the most important feature is that two of the authors that created the HealthSmart curriculum were members of the committee that developed the national health standards in 1995. So not only is it state-of-the-art, it meets or exceeds the national health standards.

So what do you get if you're a HealthSmart teacher. Well, the curriculum is divided into K, 4, 5, 6, middle school and high school. I have an example, I just want to show you this. I'll be right back. This is what a second grade kit looks like. It comes in a very heavy suitcase.

LEG. ALDEN:
You need to use the microphone. Sorry.

LEG. LOSQUADRO:
Can she grab that one on the end? Just make sure that it's turned on.

LEG. CARACAPPA:
Yes, it is.

MS. KAHN:
Thank you. Is that working?

LEG. LOSQUADRO:
Yes.

MS. KAHN:
Okay, great. So you get two -- this is the K - 4. I didn't bring every segment because I chose not to -- just because I wanted to give you an idea of what one kit would look like. So each teacher who's trained receives his or her own kit. You don't have to share with Ms. Jones down the hall. You have 20 minutes for a health lesson, let's use this material right now because it's easily accessible, it is right here.

So each kit is divided into four separate units which I'll go over in a moment. I just want to show you what the flip charts look like. So for example, there's two units encompassed in this flip chart. This is the nutrition/physical activity flip chart and tobacco/alcohol prevention flip chart. I happened to pick Making a Tobacco Free Choice, Whose Choice Is It, What is Your Choice, Why Did You Make This Choice. And the teachers love the fact, and there are former educators on this panel, I know they'll agree, that having the entire lesson on the back of the flip chart makes this a very easy program to implement. I just wanted to show you that as an example. I'll tell you more about what's included in the kit in a moment.

So in addition to those two flip charts, teachers receive all of the lesson plans written out, the objectives, the skills that the children will be learning, all of the materials that they would need, which black line masters are associated with which flip chart number associated with that lesson all in here. All of the black line masters, anything that needs to be photocopied either as an activity in the classroom or something that goes home to parents, also in here. Each teacher receives

background knowledge. We know that classroom teachers aren't necessarily versed in every health issue so we want to make them as fully acquainted with the material as possible. It's a very well written, not at all dense, background book on how many chemicals are in tobacco, how -- what is a nutrient, why do we need vitamins, that sort of thing would all be in here. And then the national standards, the education theory used to develop the program, and the pilot testing results all in this book. So each teacher, again, receives this, K to four.

Five, six, because developmentally kids are more mature we don't use flip charts. Teachers get overheads and each child is equipped with his or her own magazine, very colorful magazine. Sometimes we hear from teachers that -- and we recommend that they collect them back just because we don't want them to get lost or ripped, but also because kids are so excited about the learning that they'll often go ahead of the lesson that they're on because they're very engaging, relevant to their lives information in those magazines.

Middle school is a smaller case, and that's what you see in the third -- and high school also. The cases, they're small, lesson plan guidebooks, student action books, and then health fact books, the teacher background on information.

In addition, there are posters that are available in K - four. And each of the six posters that each teacher receives for his classroom corresponds to the six risk behaviors that I mentioned before.

So let me just talk briefly about what's contained in each of these units. The first unit, K through six, personal and family health. Second unit, safety and injury prevention; third unit, nutrition and physical activity; fourth unit, tobacco, alcohol and other drug prevention. So in the first unit this addresses the risks of intentional injury and infectious diseases. Students learn to identify and seek help for troublesome feelings, protect themselves and others from bullying, resolve conflicts peacefully, develop respect for their bodies, practice behaviors that prevent the spread of disease, and set goals for a healthy future.

In grades five and six there are lessons on puberty and how to access support and accurate information. And of course we tell school districts to follow your policy. If you're not supposed to in fifth grade be talking about this information we can either -- the Health Department has health educators that will help supplement that information or you don't touch it, so to speak. Of course we recommend that they do, but that's my bias.

The second unit, safety and injury prevention. This unit addresses the risks of intentional and unintentional injury. Students learn how to stay safe as passengers and pedestrians, practice fire safety procedures, follow rules for being safe around water or on a bicycle, examine media messages around violence, prevent bullying and school fights, access -- I'm sorry. Assess personal risks and advocate for safe behaviors. And the focus is on pedestrian and automobile accidents, the prevention of those, because that's the single greatest risk for young people at that age.

Third unit, nutrition, physical activity. The unit addresses the risks of unhealthy dietary patterns and physical inactivity. Students learn to understand the body's food and activity needs, value eating breakfast and drinking plenty of water, follow guidelines for health eating and physical activities, set nutrition and physical activity goals and assess, adjust and self manage their daily physical activity and eating routines. There's also a foundation laid for disordered eating and dieting which we know is a risk factor for young people and for adolescence.

And then finally the tobacco action -- I'm sorry, tobacco, alcohol prevention unit addresses the risks of tobacco, alcohol and other drug use. Students learn to examine why people start smoking, avoid secondhand smoke, understand harmful effects of tobacco, alcohol and other drugs, say no to pressure to use tobacco, alcohol and other drugs, establish support from family and peers to remain drug free. And the emphasis K - 2 is on tobacco; alcohol three - four; and five - six alcohol and marijuana. So you can see it builds sequentially and developmentally beginning in kindergarten.

That brings me to this point which is that HealthSmart works, actively works, with the ways children change physically, cognitively and socially from year to year. They're able to think and understand ideas and experiences at more complex levels as they grow. They relate to family peers and teachers in new ways as they move into wider social circles. They make increasingly independent choices. HealthSmart is tailored to the unique developmental capabilities of children at each grade level. Lessons and activities are matched to well established developmental markers and pilot testing was used to reconfirm age appropriateness.

So let me just speak about the epidemiology. When we train teachers we go over with them the epidemiology for each unit because we want them to understand why they're teaching what they're teaching and how valuable they are as classroom teachers in the prevention of these risk behaviors. So we divide them up into separate groups for each unit and have them examine the material -- this is not something they would present in the classroom but is information for the teacher, about the risk behaviors that I spoke about before.

So, for example, and they're very often surprised at the number of attempted suicides and completed suicides and the disparity between girls and boys. They're surprised and shocked to learn how many drownings there are, how many children die as a result of fires and so forth. How obese and overweight our population is becoming. So -- and, of course, the number of children involved in tobacco, alcohol and other drugs. So we teach them what's going on, what trends are happening, so that they understand the value that they have in trying to prevent those behaviors later on in life, and that they can play a role in that prevention.

Again, I mentioned that the HealthSmart Program meets the national health standards, and by virtue of meeting the national health standards they are meeting the New York State health standards because the national standards are more rigorous than New York State's.

I also mentioned just to -- I just want to single out one behavioral educational theory that is used in the creation of this program, which distinguishes HealthSmart from other health education programs available. It's not enough to just teach information and it's not enough to just teach skills. We know from prevention research in the 70's that showing a kid a tumor on a lung is not enough to prevent them from using tobacco. We know that just say no is not enough for kids to not use. These are important facts and important skills, but it has to be a part of something called theory of planned behavior. And theory of planned behavior says, and, you know, Suffolk County is a perfect example of that when it comes to smoking. You know, it wasn't that long ago when you walked into a restaurant you were asked what, smoking or not smoking, and now the norm is that there is no smoking in public places in Suffolk County. And to its credit Suffolk has been one of the most progressive areas in the country as far as tobacco control programs.

So we want to change norms and the classroom is the place to begin. If every child is drinking a bottle of water instead of soda the norm becomes the children drink water. When kids say well, everybody smokes -- no, the norm is 75% of kids don't smoke, and we need to make that information available and we need to change norms and that's exactly what the HealthSmart Program does. Theory of planned behavior is woven into every lesson in the curriculum.

And then finally, the program is built on cultural diversity. There's a parent piece. There are at least ten activities that go home, sometimes as many as 14, parent components that go home. We've just made those available in Spanish. We're trying to make the parent component as accessible as possible.

I'm just going to briefly talk about the middle school program. The middle school program and the high school program look exactly alike. They are divided into the same seven units, abstinence in puberty, emotional and mental health, HIV/STD/pregnancy prevention, improving health behaviors, nutrition, physical activity, tobacco, alcohol and other drug prevention and violence and injury prevention. This is a 75 lesson --

CHAIRMAN EDDINGTON:
This is a current program, yeah.

MS. KAHN:
Right. We're currently using this program in Suffolk County. We've trained approximately 1,500 teachers K - 12 in 35 school districts, five private schools and 13 BOCES sites. So the first unit on abstinence is a review of the changes of puberty and the male and female reproductive systems. The students will discuss the qualities of healthy relationships and appropriate ways to express affection, identify the benefits of abstinence and analyze influences that can threaten or protect their decision to remain abstinent and practice planning and communication skills that will protect their abstinence choices. That's the abstinence and puberty unit within the middle school and high school program.

The second unit on mental -- I'm sorry, emotional and mental health addresses the establishment of practices that promote and protect good emotional and mental health. Students create rules for respect and trust to make their class a safe and healthy place to learn. They learn about self esteem and ways to explore -- sorry, excuse me. And explore ways to improve it. They learn about the effects of stress and develop strategies and skills to prevent and manage stressful situations in their lives, like deep breathing. They learn to express feelings in healthy ways and how to get help for troublesome feelings and they learn to develop healthy relationships with others and practice communication skills to strengthen relationships.

If a school district is not just an abstinence district, they can then use this next unit. This unit encourages abstinence and addresses specific skills around the prevention of HIV, STD's and unintended pregnancy. Students learn ways to protect sexual health and prevent pregnancy, HIV, other STD's, develop strategies to build and maintain healthy relationships and reduce sexual stereotyping and review the negative consequences of risky sexual behavior and practice decision making and communication skills to protect their sexual health by remaining abstinent or conducting -- I'm sorry, or reducing their risk for pregnancy, HIV and other STD's.

There is a unit called improving health behaviors which is about setting goals, so kids start the unit, and we prefer that they start the semester with this unit so that they can identify goals that they'd like to set for themselves. I know we all have goals, especially around New Year's. We want to eat better, we want to exercise more. This unit is all about establishing goals for themselves, to take a risk behavior that they might be engaging in now and try to set a goal for themself for that semester to help themselves make healthier choices.

Nutrition/physical activity. Students learn how to make healthy food choices and get plenty of physical activity. They review the food guide pyramid which has just been updated. And by the way, when the U.S. Agriculture Department changed the food pyramid from a horizontal to a vertical, we made sure that all of our teachers were equipped with the newest information. Students learn how to assess their eating habits, apply guidelines for healthy eating to improve their diets and learn how to read food labels to help guide their food selections. They can analyze how family, friends and the media influence their eating habits and body image. Learn how the dangers of dieting and disordered eating affect them and set healthy eating or exercise goals and monitor their progress toward meeting it.

This next to last unit, tobacco, alcohol and marijuana prevention and other drugs. Review tobacco, alcohol and marijuana and how they affect the body. Exam the influences of media, friends and family on drug use. Learn how to resist negative peer pressure and how peer -- the use of, I'm sorry, and use peer power to support and encourage others to be drug free. That's an example of establishing peer norms. Instead of peers influencing each other to make unhealthy choices they are now learning how to influence each other to make healthier choices.

And then finally, interview a parent or guardian about his or her feelings toward tobacco, alcohol and other drug use and make a pledge to be drug free. It's very important to hear from parents or if

parents aren't the caring adult in that child's life to have a rapport with somebody, an adult, somebody in their life who will support and place an expectation on the healthy choice for them.

And then finally, violence and injury prevention. This unit addresses prevention of school violence and unintentional injury. Students review how to prevent unintentional injury. So when we talk about intentional, unintentional injury, that could be driving under the influence or it could be suicidal ideation. But all of those topics are reviewed in this unit. Learn strategies for preventing, reporting and responding to bullying and hazing, taking action to prevent bullying and fights in their school, practice conflict resolutions skills, learn how to respond to an emergency at school and develop a school safety campaign to prevent injuries.

And, again, just as the K - 6 was developed with characteristics of young children in mind, so does the adolescent program. HealthSmart actively works with the ways teens are changing physically, cognitively and socially. Adolescence is a time of rapid growth and social development. Teens want and need guidance, yet want to strike out on their own. Other teens are a source of information and an important influence on their behaviors. Teens are attempting to establish their own priorities and make independent decisions. They often find conflict between their values and the values they are observing in society.

HealthSmart was crafted to recognized these changes and to maximize effectiveness through instruction tailored to build on the unique developmental characteristics of adolescence. Lessons and activities were matched to well documented developmental markers and field testing was used to reconfirm age appropriateness of the strategies.

I want to talk a little bit about the current study that's being done. It's the first of its kind, longitudinal study, being conducted by ETR. They are looking at students four through sixth grades in Nassau County and in California, following them over three years. There's a treatment group and a control group. And what the study is looking to find is whether students choices and values around fruit, vegetable consumption, physical activity, alcohol and tobacco experimentation, help seeking and bullying have changed as a result of being exposed to these three years of HealthSmart.

So in summary, those two words you were waiting for me to say I'm sure, the HealthSmart curriculum meets or exceeds the national and New York State standards for health. It addresses the six risk behaviors identified by CDC that we know cause morbidity and mortality in young people. It has been developed by health education experts, two of whom sat on the committee that developed the national health standards. It incorporates educational theory to provide information and skills and to help shape peer norms around healthy choices, that's the theory of planned behavior. It includes parent components that are also now available Spanish. It is sequentially reinforced from grade to grade, year to year, and it is developmentally appropriate for each age group.

Thank you for letting me tell you about our curriculum. We're really excited about it. As you can tell I'm very passionate. The feedback we get from administration and teachers is very positive and I'd be happy to answer any of your questions.

CHAIRMAN EDDINGTON:
We are going to have that in there. What I would like now is to have the Police Department come up and give us the enhanced part so we can question the whole proposed program. So just sit tight and if I could get -- no, stay right where you are, and have the Police Department come up and give us the enhanced part of this program.

LEG. ALDEN:
You can stay there.

CHAIRMAN EDDINGTON:
They'll slide over. We'll get some more chairs for you. So what I'd like to hear is from the Police

Department and then Mr. Zwirn, if you wanted to add anything, and then we're going to open it up to questions for everyone.

COMMISSIONER DORMER:
Thank you. Thank you, Mr. Chairman, and thank you Legislators, for giving us this opportunity to explain what we're doing and why we're doing it. I know we've already gave a presentation at the last Public Safety meeting. I want to be brief because it's getting late and we have a storm moving in and folks may want to get out and get home.

I would like to say at the outset that I've listened to the parents, the PTA's, you know, the educators that have made their presentations here today. I've listened to them very carefully and I want to reassure everybody here, including the Legislators and the people in the audience, that the Police Department is not abandoning the kids, the youngsters in the schools. We're going to continue our presence in the schools with a program that will supplement the HealthSmart curriculum, or if they have a different health curriculum in their schools we will support that too.

So I want to reassure everybody that the Police Department is not pulling their cops out of the schools, and, in fact, since 2004, since we came on board, we've increased our presence tremendously in the schools and our interaction with youngsters in the community. And I would like to mention some of them because I think it gets lost in all these presentations how much the Police Department is doing for to reach out to our youngsters to try and keep them on the straight and narrow and, you know, try to help them get through a tough time in their lives. And we're not forgetting about them.

And if I may mention the School Resource Officer Program, where the superintendent from Three Village gave a presentation on the School Resource Officer Program, which we stepped to the plate with in 2004, and there's not a school district in Long Island -- in the five western towns that hasn't been reached out to and offered a school resource officer for to assist them with issues that occur in their particular school district or in their particular school.

Now, I want to explain how this works. It's not a permanent officer assigned sitting in the school behind the desk. This is an officer, for the most part, is doing regular patrol, whether it's COPE or a patrol. And when they have down time they stop into the schools and they interact with the youngsters, with the administration and with the faculty. It's well received, as you heard from the superintendent, and we're going to continue that. This is, again, recognizing that there are issues in the schools that we have to address.

PAL, many of you here, and I think all of you here are supporters of PAL. Thousands of kids throughout Suffolk County, and especially in the five western towns, receive services from PAL. We have police officers assigned to that. There's a lieutenant that's in charge of the PAL Program, so we have committed ourselves in that arena to our youngsters, and, in fact, have stepped up and increased the participation of kids in the PAL Program.

EVOC, Emergency Vehicle Operations. I want everybody to pay attention to this. Our kids are killing themselves at an alarming rate on the streets of our communities. All of us read about these tragedies on a regular basis. We just had a tragedy not too far from this building where two high school students on a lunch break lost their lives in a car crash. We in the police business have recognized that this is an issue for everybody in the community and we've done something about it. We now have opened up our Emergency Vehicles Operations Center for high school kids, especially the kids that have just got their licenses, to come out to the Police Emergency Operations Center and receive a mini version of what our cops get on how to handle a vehicle at high speed, at low speed, on wet roads, what have you. A lot of the schools have signed up for this. This is a new program, and we will have more of them signing up as we move forward. There are other jurisdictions in the State that have reached out to us and asked us for to give them the material on this program because they see it as a plus. If we save one kids life it's worth it. If we save one family from the tragedy of losing their child, it's worth it.

The Youth Academy. We have a Youth Academy where youngsters come into the Police Academy, and it's much the same as the Citizens Academy, where they're exposed to the police culture, police training, and receive all the -- not all the subjects that a regular police officer would receive, but certainly are exposed to our officers so they can build up a relationship with them and bond with them, so to speak. We think that this is important. We have two sessions right now. We're looking at increasing it over time so that we get more youngsters into the Police Academy. And we're talking about high school kids, that impressionable age of high school where they now come into a law enforcement environment and receive instruction from professionals.

The Summer Youth Program. Many of you are aware of this, where in the summer we have programs at locations within your district where youngsters can come with their peers and have clean fun under the supervision of police officers to make sure that everything is run properly and aboveboard. This is a continuous program. We're going to continue this. It's the right thing to do.

We also any time we receive a request from a school district or a school principal, or anybody in the school administration for a presentation on anything, we immediately respond to it. We send one of our experts, whether it's on gangs, internet safety, drugs, bullying, what have you, we send somebody into the school to give a lecture or actually go into a classroom and talk to the kids about it.

HealthSmart. We want to support HealthSmart. By the way, I forgot one, and please bear with me. The Police Explorers. When we came on board in 2004 the program was lying dormant. It really wasn't getting the attention and the support that it needed from the top. We have expanded the Explorer Program tremendously. It's in every community. People from the community now send their kids into the police, the Police Department, the police precinct, to become explorers. It's 16 to 19 years old, again, exposed to police officers on a regular basis. It's once a week.

How do we support HealthSmart? We can support HealthSmart in a more comprehensive way, in a more comprehensive way, than we're doing right now. Now everybody is concerned about that we're getting rid of DARE, and I understand the worry about that. Are our kids going to be shortchanged? We understand that and we've taken that into consideration. But I want to tell everybody that we're taking what's good from DARE, we're taking DARE, which is this, and putting it into a bigger curriculum, a bigger program. We're not going to throw DARE out. We can't use the name DARE, and, in fact, we're not going to be using DARE, we're going to be supporting HealthSmart or any other health program in the school districts, as I mentioned before.

What are the officers going to concentrate on that they're not concentrating on right now? And I think that this is very important. Right now the DARE Program concentrates pretty much specifically on drug prevention. That's really their mission and we understand that. It has expanded somewhat and, you know, alcohol and tobacco, which are also drugs, so when you mention drugs, you mention all these things. We want to get to our kids about internet safety. One of the big problems today is the internet and cell phones and all the issues that come up with that. By the way when DARE, which was great for it's time, 19 years ago it came into Suffolk County, we didn't have the internet, we didn't have cell phones, we didn't have gangs, we didn't have cyber bullying. We didn't have the kids sending naked pictures over the internet to their friends which are floating throughout the world. We didn't have people being harassed on the internet, bullied and, in fact, some of them, you may have read about, actually comit suicide because of this bullying. We have to concentrate on that as a society, as a community. We cannot stick our heads in the sand and say it's just drugs. Let's say no to drugs. We're not forgetting about that, but we want to get the kids educated on this internet problem.

Sexual predators. Nineteen years ago the sexual predator -- the predator that we talked to our kids about was coming out of the woods someplace with a raincoat. They come into the kids bedroom today. They come into their home through their computer, and that's the problem. All of you know this. We have to address that. And the police, we feel that we have a major role in telling the kids

about that and how to stay safe.

Personal information, and I mentioned the pictures that they put on the internet. They go on the internet with credit cards. Identity theft. We get these cases on a regular basis in the Police Department where identity theft has devastated a family because a youngster goes on the internet with a credit card because they're not educated, they don't understand the ramifications of putting this information out there.

I mentioned the driving issues. We better pay attention to this. We are losing our kids at an alarming rate in Suffolk County from car crashes. I dare say, if we were losing them to drug overdoses we'd be in an uproar, but for some reason we shrug our shoulders when there's a crash and children are killed and families are devastated and communities are devastated. We have to do something different in Suffolk County with that issue. Do we start talking to the kids at a younger age before they get the license? Something to think about.

Gambling on the internet. This is another issue that 19 years ago we didn't have to deal with. Kids are now going on the internet to gamble. I'm talking about kids that are in schools here in Suffolk County. Do they know the ramifications of doing this? Do they understand what can happen if you become addicted to gambling?

We can supplement the HealthSmart curriculum by putting officers in the schools on a regular basis from K through eight and we've worked out the schedules, we've offered it to the schools, and we're ready to kick this off the end of January or the beginning of February and have the schedules worked out all the way until June.

CHAIRMAN EDDINGTON:
Commissioner --

COMMISSIONER DORMER:
I thank you very much.

CHAIRMAN EDDINGTON:
Well, wait a minute. You just told us the what; what you intend to do.

COMMISSIONER DORMER:
Yes.

CHAIRMAN EDDINGTON:
What we want to hear is how are you going to implement that instruction and at what phase; give us that low-down.

COMMISSIONER DORMER:
Okay. A good question, by the way, because a lot of people ask that question since it's in the middle of the school year. And we have reached out to the schools, I didn't do it personally, but I had the unit that runs the DARE Program reach out to the school principals and tell them what we are offering and what we intend to do. They said -- and by the way, the word I get back is that the majority of the school principals are on board with what we're doing. They understand that this is the right way to go. We tell them we're ready to go. We're waiting for the school principals to get direction from their Superintendents, to get back to us and tell us when they're ready to go.

We are ready with the schedule in the Police Department. We're ready with the training which we're going to conduct for our ten officers with the assistance of BOCES and the Health Department, the Suffolk County Health Department, to make sure that our officers understand what Health Smart is all about and that they'll be able to flow right into the curriculum in the schools, the end of January and the beginning of February. By the way --

CHAIRMAN EDDINGTON:
Yeah.

COMMISSIONER DORMER:
-- we understand that there will be issues as we do this.

CHAIRMAN EDDINGTON:
Right.

COMMISSIONER DORMER:
There may be things that we have to work out with the individual schools. We can turn on a dime. I tell people all the time, "When you call 911, we don't tell you we're too busy, we take care of it."

CHAIRMAN EDDINGTON:
Commissioner.

COMMISSIONER DORMER:
And the same thing with this, we will take care of it.

CHAIRMAN EDDINGTON:
Commissioner, I hear what you're saying, but I want to reiterate my question because you haven't answered it. We know what DARE is, DARE is -- what it was was 16 lessons once a week in the fall and the spring. Now it's 10 lessons, officers in the fall and the spring?

COMMISSIONER DORMER:
Okay.

CHAIRMAN EDDINGTON:
And I hear what you're saying, but this is what we want to know.
K through 12, what is going to be the Police presence? Not that, "Oh, we'll meet whatever need," I want to hear something more factual.

COMMISSIONER DORMER:
Okay. Actually, I'm going to concentrate on K through 8.

CHAIRPERSON EDDINGTON:
Great.

COMMISSIONER DORMER:
Okay, because that's what we were tasked with. And everybody should know that if 9th, 10th, 11th or 12th grade need a presentation, either in the classroom or in an assembly, we're ready to give it to them. February through June we have a schedule already made up, K through 8, where an officer will have contact in each of the classrooms or the assembly three times during that period; there'll be contact three times.

LEG. ALDEN:
What period?

COMMISSIONER DORMER:
K through 4.

CHAIRMAN EDDINGTON:
Semester, semester.

COMMISSIONER DORMER:
Was that a question?

CHAIRPERSON EDDINGTON:
No, continue.

COMMISSIONER DORMER:
All right, thank you.

D.P.O. VILORIA-FISHER:
What period is the question.

LEG. NOWICK:
Say that again.

CHAIRMAN EDDINGTON:
Excuse me, listen. He said very clearly from February to June, and so that's the timeframe we're talking about.

COMMISSIONER DORMER:
Yes.

CHAIRMAN EDDINGTON:
So continue. Thank you.

COMMISSIONER DORMER:
That's correct, yes. K through 4 will receive approximately 15 minutes, three visits during that period. By the way, they don't receive a visit during the DARE Program, DARE is just 5th grade. We are including K through 4, 15 minutes.

Five through 8, three to six times they will have a presentation by a police officer, one of the ten police officers, 30 to 45 minute presentation; again, depending on the requirements of the particular school. We have already reached out to the schools and told them that and they said, "Fine, we will get back to you. We need some direction from our Superintendent."

CHAIRPERSON EDDINGTON:
Could you just go over those numbers one more time so it's clear?

COMMISSIONER DORMER:
Okay.

CHAIRPERSON EDDINGTON:
K through 4.

COMMISSIONER DORMER:
K through 4, and we're dealing with youngsters --

CHAIRPERSON EDDINGTON:
Right.

COMMISSIONER DORMER:
-- in the classroom.

CHAIRMAN EDDINGTON:
Go ahead.

COMMISSIONER DORMER:

Fifteen minutes --

CHAIRMAN EDDINGTON:
Okay.

COMMISSIONER DORMER:
-- which, by the way, that's what's recommended by the professionals, no more than 15 minutes. And of course it will be very limited what we talk to the kids about, everybody understands that.

CHAIRPERSON EDDINGTON:
Right, right.

COMMISSIONER DORMER:
We will talk to kids in 5 through 8, different subjects than you would the kids that are in the lower grades.

CHAIRPERSON EDDINGTON:
Right, For 30 to 45 minutes; how many sessions?

COMMISSIONER DORMER:
Okay, three to six.

CHAIRPERSON EDDINGTON:
Three to six, okay.

COMMISSIONER DORMER:
That's what we're planning on.

CHAIRMAN EDDINGTON:
Okay.

COMMISSIONER DORMER:
At least three and it could be as many as six.

LEG. CARACAPPA:
In the classroom or in the assembly?

COMMISSIONER DORMER:
This will be in the assembly.

CHAIRMAN EDDINGTON:
Okay.

COMMISSIONER DORMER:
Yes, 5 through 8.

CHAIRMAN EDDINGTON:
Okay.

LEG. LOSQUADRO:
No.

COMMISSIONER DORMER:
I'm sorry.

LEG. LOSQUADRO:

No.

COMMISSIONER DORMER:
Yeah, I'm sorry. Yeah, Legislator Caracappa, it's 5 through 8 is assembly.

CHAIRPERSON EDDINGTON:
We're not getting questions, you speak to me.

COMMISSIONER DORMER:
All right, I'm sorry.

LEG. CARACAPPA:
I'm sorry, Mr. Chairman.

CHAIRMAN EDDINGTON:
But make -- clarify it because it's not clear. It's from 5 to 8 there could -- from three to six sessions, is it primarily assembly sessions?

COMMISSIONER DORMER:
Yes, that's what we're offering.

CHAIRMAN EDDINGTON:
Okay. All right, that's clear. Thank you. Anything else?

COMMISSIONER DORMER:
No, unless somebody has another question or Ben?

CHAIRMAN EDDINGTON:
Okay. Well, we're going to have lots of questions. We're just -- anybody else from here that wants to add anything before we start questions and answers? Dr. Laria?

DR. LARIA:
Thank you very much. Thank you very much, Mr. Chairman and members of the Legislature. I come before you today as part of a team that represents an educational component to this issue and I just want to take a little bit of time on my credentials. I have 43 years of experience as an educator, 30 of which are Superintendent of Schools, 25 years of those 30 here in Suffolk County.

In addition to that, back in my earlier days, with a Masters Degree in counseling psychology, I specialized in drug abuse prevention and published an article in 1970 which was the first State-funded program in New York State. And I just offer that as a pedigree of credentials to validate and underscore what I'm about to say.

First of all, in my opinion, professionally, to use an expression the "chicken little syndrome", the sky is not falling. The DARE Program, while somewhat effective, is not mutually exclusive to the bigger picture. DARE Program, in my experience, is not about a feel-good program, it's not about bonding with police officers, although bonding is good, it's not about a graduation, it's not about a T-shirt, it's about Drug Abuse Resistance Education. This is an educational issue more than it is a law enforcement issue.

As we look at the issue of DARE, DARE in and of itself is not a stand-alone program. DARE and the State requirements are not mutually exclusive, they are intrinsic to each other. DARE, as we all know, is a voluntary program; the State standards are not voluntary, they are mandated. And interestingly enough, there are only 22 districts being serviced by the Suffolk County Police Department out of 71 districts in Suffolk County. We had some representatives from, I think, two or three districts today make comments, I'm somewhat surprised that the remaining districts were not here to offer opinions as well.

But as we look at the infusion, as we look at the infusion of DARE into Health Smart and we look at the contrasts, this new approach provides more time on task, it provides more continuity in terms of the K-12 perspective and it provides a more comprehensive curriculum. As we look at DARE in and of itself, 45 minutes a week for ten weeks and then it's over, that's all she wrote. Unless there is continuity, unless there is reinforcement, even by parents at home, unless there's continuity at the secondary level after the 5th grade, what we're doing for 15 minutes -- for 45 minutes once a week for ten sessions, is very frankly, in my professional opinion, a splash in the pan. In fact, what we do in schools, in all segments of the curriculum, have to be reinforced by parents. And isn't it interesting that a recent study found that the primary source of drugs and chemicals among young people is right in the medicine cabinet of a home. So what we do in DARE has to be reinforced throughout the system.

DARE -- to underscore some of the comments that the Commissioner just made, DARE is not being eliminated, it is being infused into the State standards. And if we go on the State website, State Education website, there is a link on State Education/Health Education requirements. And I just share with you one basic question; is there a State mandated curriculum for health education? The answer to that is no. However, New York State requires that all students meet the learning standards for health at the elementary, intermediate and commencement levels.

In addition, New York State requires that certain content and skills be covered as a matter of education law and Commissioner's regulations. Precisely how students meet the learning standards and receive required content for health in the curriculum are matters left to the individual school districts to decide. The New York State Department of Education provides a guidance document that helps districts to adopt, construct, and align curricula to meet the learning standards through evidence-based practice. And the 64 page document that is available on the website takes learning standards and the concepts that we have in DARE are infused into this curriculum.

And to summarize, the skills in the learning standards of the State, which are exactly what we're doing in DARE but infuse K-12, are the following -- and Health Smart, excuse me, Health Smart. The skills are as follows: The seven personal and social health skills that students need to know and to be able to be safe, healthy and achieve the New York State and National Standards are self management, relationship management, stress management, communication, planning and goal setting, decision making and advocacy.

And the functional knowledge in the State of New York, the specific research-based health knowledge from nine essential content areas that students need to know to be safe, healthy and achieve the New York State and National Standards are physical activity and nutrition, HIV AIDS, sexual risk, family life, sexual health, tobacco, alcohol and other drugs, unintentional injury, violence prevention and other required health areas.

CHAIRMAN EDDINGTON:
Dr. Laria, I'm going to have to ask you to summarize because I do have a lot of questions, so.

DR. LARIA:
All right. So in summary, in summary, the Health Smart Enhanced and DARE are mutually inclusive; there is no elimination of the spirit and intent of what DARE is all about. Thank you.

CHAIRMAN EDDINGTON:
Okay, thank you. Stay in place, and I wanted to let the Legislators know that the Health Department is also here if we need to ask them questions directly, and so I would like to start with Legislator Losquadro.

LEG. LOSQUADRO:
Thank you. Well, first off, let me just get to the page from the minutes of the last meeting. Sorry, just give me a moment, I dog-eared that page.

Okay. I made a request at the last committee meeting to the Health Commissioner, to the Police Commissioner, and I'm just going to read it if you wouldn't mind. "Do I have to put in writing my request for how many schools currently take part in Health Smart and take part in DARE, how many schools currently do not take part in Health Smart and currently take part in DARE? Will that information be forthcoming?
Do I need to put that in writing or will I get that information."

Commissioner, you responded that you would get me that information and if you have it now, that's wonderful. But the point is, as an elected official, I am insulted that this information was not forthcoming prior to this committee meeting so myself and my colleagues could get a chance to review it, to be able to ask you questions intelligently without having to scramble through information that, as usual, was given at the last minute.

So I asked a very specific question; do I have to put this in writing? I was told no, the information would be forthcoming. In fact, at first I was told, "I have it right in front of me, we'll get it to you by the end of the day," and then you said, "Oh, not by the end of the day, the Chief says not by the end of the day, but we will get it to you." That was two weeks ago, still haven't gotten that information.

CHAIRMAN EDDINGTON:
Commissioner, please.

LEG. LOSQUADRO:
The point is -- and honestly, Mr. Chairman, I really don't care if the Commissioner has it in front of him now because I'll be scrambling to look through it, as is usually the case. The point is things keep changing, and I just heard something else that changed today. When this was first presented to us, we were told this is a Countywide initiative. This would now benefit -- and I enumerated all these points in the last committee meeting. This would now benefit all the children of Suffolk County, not just the ones in the western townships as it does now. After some digging we found out, oh, well, the east end Police Departments haven't even been contacted about taking part of this and, you know, Health Smart is already available to them, so really the eastern townships, nothing would really change for them.

We also heard that this enhancement would be K through 12, this would be inclusive of everyone. Now we just heard they're only prepared to roll out K through 8, that 9 through 12 wouldn't be included, but they would be prepared to possibly address that if the need arose. This changes on a minute-by-minute basis, let alone a week-by-week basis, as we start to get more information about this.

Mr. Commissioner, you said you reached out, or your DARE people reached out to school districts? You just stated that on the record, is that correct?

COMMISSIONER DORMER:
Is that a question?

LEG. LOSQUADRO:
Yes, it is.

COMMISSIONER DORMER:
The answer is yes.

LEG. LOSQUADRO:
When did that take place? Because I contacted every Superintendent in my district and the building principals and the only contact that they got from the Suffolk County Police Department or the

Health Department was a letter sent out in November stating that this change was going to take place. Is that the contact you're referring to?

COMMISSIONER DORMER:
No.

LEG. LOSQUADRO:
Then -- Ben's nodding his head that, yes, that was the contact.

MR. ZWIRN:
That's certainly part --

COMMISSIONER DORMER:
Well, do you want me to answer or?

LEG. LOSQUADRO:
Yes, please. I'm asking you a question, what was the contact that took place?

COMMISSIONER DORMER:
Mr. Chair, may I answer?

CHAIRMAN EDDINGTON:
Absolutely.

COMMISSIONER DORMER:
Okay. Monday morning I directed the Commanding Officer of the DARE Program to reach out to the schools and he did that over the last Monday and Tuesday, two days this week.

LEG. LOSQUADRO:
This week.

COMMISSIONER DORMER:
Yeah, This week. But they already -- if I may, because you had a two-part question. We did notify the schools by letter some time ago that we were going to do this, So it's no surprise to anybody, it shouldn't be a surprise to anybody that we were going to discontinue our relationship with DARE and we were moving into the Health Smart where we would supplement that with Police Officers. So there was no mystery about this, Everybody got a letter to that effect from me and from the Health Department, I believe from the Health Department, or we both signed the letter. So -- and I believe BOCES also reached out to the schools districts, so they knew that this was happening.

LEG. LOSQUADRO:
Mr. Commissioner, that's great that you sent a letter out. But in my opinion, especially with what school districts are facing across Long Island and the multitude of issues that they face, managing their budgets in the face of very high property taxes, balancing, changing State curriculums, I would think if you were planning on a -- at least in my opinion, it seems many members of this committee, a very major policy shift on the part of the department and Suffolk County Police Department's relationship with school districts in terms of the programs they provide, that direct contact prior to this Monday would have been in order.

In fact, all of the Superintendents that I spoke to in my district were really sort of waiting for some sort of clarification. They got a letter, they weren't really sure what it meant, they didn't really see how they could possibly implement a change of this nature in the middle of a school year. And again, I enumerated last time that the lack of planning between a calendar year and a school year being taken into regard, all -- every Superintendant and Principal that I spoke to really was in the dark on this and was looking for information of which I really couldn't provide them any because I didn't get any answers at the last meeting.

At the last -- I have a -- I'll try to make this quick, but I really can't. The east end police departments, at the last meeting we were told they were never contacted; has contact been made with any of those departments now?

COMMISSIONER DORMER:
I have enough problems running the Suffolk County Police Department and the five western towns.

LEG. LOSQUADRO:
No, you can just answer the question yes or no, sir.

COMMISSIONER DORMER:
If I may, if I may. I'm not going to answer yes or no. You're going on and on about what you're --

CHAIRMAN EDDINGTON:
All right, let's not have a dialogue.

LEG. LOSQUADRO:
No, I have specific questions.

COMMISSIONER DORMER:
No, let me answer. Let me answer it. I do not run the east end Police Departments. I do not have any control over them. Okay?

CHAIRMAN EDDINGTON:
So there's been no contact is the answer.

LEG. LOSQUADRO:
So the answer is no.

CHAIRMAN EDDINGTON:
Okay.

COMMISSIONER DORMER:
No, it would be inappropriate --

LEG. LOSQUADRO:
Then I'll -- you are very busy with the Suffolk County Police Department. Then I'll ask the Health Commissioner --

COMMISSIONER DORMER:
Well, we're like everybody else, we're busy with budgets and everything else.

CHAIRMAN EDDINGTON:
Okay.

LEG. LOSQUADRO:
Sir, I understand that. Then perhaps to the --

CHAIRMAN EDDINGTON:
All right, the question was answered, continue.

LEG. LOSQUADRO:
Well, then perhaps the Health Commissioner; the Health Commissioner has been the one that was speaking about this becoming a County-wide program. Has the Health Commissioner contacted any

of the east end Police Departments?

MR. ZWIRN:
If I might. I was at the --

LEG. LOSQUADRO:
No, Mr. Zwirn --

MR. ZWIRN:
No, I can answer --

LEG. LOSQUADRO:
-- I'm asking for the Health Commissioner to --

MR. ZWIRN:
If I might, Mr. Chairman?

CHAIRMAN EDDINGTON:
Hold it.

LEG. LOSQUADRO:
-- or someone from the Health Department to answer this.

MR. ZWIRN:
But these questions --

CHAIRMAN EDDINGTON:
No, no, hold -- just one second. I'd like a representative from the Health Commission just to -- yes, why don't you just come up and answer that question, I think it's a yes or no answer, so we can move on to the next question.

MS. HEMENDINGER:
Health Smart --

CHAIRMAN EDDINGTON:
You've got to use the microphone and identify yourself please.

LEG. LOSQUADRO:
You need a microphone, ma'am, I'm sorry.

CHAIRMAN EDDINGTON:
Just identify yourself for the record.

LEG. LOSQUADRO:
And for the record, I'm not talking about who uses Health Smart and who doesn't.

MS. HEMENDINGER:
I heard your question.

LEG. LOSQUADRO:
Have any of the east end Police Departments been contacted about taking part in the enhanced aspect of this new program?

MS. HEMENDINGER:
I'm Nancy Hemendinger and I work for the Suffolk County Department of Health Services, Office of Health Education and I'm Director of the school-based program that we hire BOCES to conduct.

When the Commissioner was asked about -- we can answer about the Comprehensive Health Education Program; that goes throughout Suffolk County. As far as contacting the Police, that is not under our responsibility and it has not been done. As far as contacting east end schools, that is done on an ongoing basis.

LEG. LOSQUADRO:
I understand that. And east end schools already have the ability to take part in Health Smart or not take part in Health Smart, just as everyone, every school district across Suffolk County does, right. But we're sitting here talking about an enhancement to this program that is supposed to be -- now make this County-wide and the Suffolk County Police Department only covers the five western towns and they're sitting here telling us how they want to implement it. What about the east end Police Departments that cover the five eastern towns, how do they plan on implementing this? I mean, I think this would be something that the Health Department would want to have some discussions on to find out if it's even possible. Do they want to take part in this? And these are just -- these are questions.

CHAIRMAN EDDINGTON:
What I would ask -- and I think that's a great question. I think what I would ask the Police Commissioner to do is at some point reach out to -- and let the other Police Departments out east know of the protocols that you're going to be implementing and if they would like to be trained or informed, I don't think that's a problem. Would that be a problem?

COMMISSIONER DORMER:
Mr. Chair, I can reach out to them and let them know that we're changing our procedures in Suffolk County, I can do that as a courtesy for the Chair and the Public Safety Committee. You know, if you want questions from the east end Police Departments, invite them here, that's all I can say. Like I'm --

CHAIRMAN EDDINGTON:
And that could -- I appreciate that, but you've answered --

COMMISSIONER DORMER:
Yeah, but --

CHAIRMAN EDDINGTON:
You can do that and that may be a protocol that we'll do, we'll invite the east end maybe in the beginning of the next time. So, thank you very much. Legislator Losquadro.

LEG. LOSQUADRO:
Thank you. And that's a rather obtuse comment, but I'll move on.

The comments that -- and I appreciate BOCES' presentation, but the entire presentation was on the existing Health Smart Program and I think it's a very good program. And the point is still only about half of the school districts, in fact, those numbers changed a bit, at first we were told 37 school districts last time, now we're told 35 public, five private and seven BOCES sites; was that correct?

MS. HEMENDINGER:
Thirteen.

LEG. LOSQUADRO:
Thirteen BOCES sites? But still, it's approx -- if you factor in the private schools, it's about roughly half of the school districts in Suffolk County avail themselves of the Health Smart Program. Again, reiterating the point I made last time, that means that half of them do not. And I know that there are some in my district that do not, although I have to say again that I am exceptionally disappointed about the ongoing problem of lack of information to the members of this body, that this

is something that was obviously available. If I could be handed this today, why couldn't I be handed this earlier to have a chance to review it before this meeting? And that's not to BOCES, that is to the Executive Branch and to the Police Department and to the Health Department. It is very upsetting to me as an elected official.

MR. FELL:
I'd like to remind him that it was only --

LEG. LOSQUADRO:
Sir, I hadn't asked you a question. I apologize, I don't mean to be rude here, but I'm trying to get through what I have.

To BOCES, school districts can choose to take part in certain portions of this? They don't have to use the K through 12, they could just use the K-4 or the 5,6, middle school, high school. They could use --

MS. HEMENDINGER:
That's correct.

LEG. LOSQUADRO:
-- any portion of it? Has the Police Department done any analysis as to which school districts only use a portion of the curriculum and how that would dovetail in with the involvement of the Police Officers in their curriculum if they don't use the entire program? I think that, you know, this requires a pretty comprehensive analysis. If you're talking about a work schedule and offering officers to go in to those classrooms, K through 4, 15 minutes, three to six sessions, assembly in 5 through 8. What if a school that you have listed as one of those ones that takes part in Health Smart only uses K-4 Or only uses the middle school portion? Do you have schools that are only using a portion of the curriculum?

MS. HEMENDINGER:
Yes.

LEG. LOSQUADRO:
And by the way, yeah, I know the answer to that because my local school district only uses a portion of it. So I don't like to ask questions I don't already know the answer to, sir; it's usually a good thing to do.

MR. FELL:
Well, I don't understand why you asked the question if you knew the answer.

MS. MAHONEY:
Use the microphone, please.

MS. HEMENDINGER:
May I just respond?

LEG. LOSQUADRO:
Could he use the microphone? Sir, obviously --

MR. FELL:
Yes, I -- I've been -- I've done a lot of these type --

LEG. LOSQUADRO:
Because -- actually, I'll answer the question before you ask it.

MR. FELL:

I usually don't ask questions that I know the answers to; I don't understand why you would do that.

LEG. LOSQUADRO:
Because I want to --

LEG. CARACAPPA:
It's for public record, that's why.

MR. FELL:
Oh, okay.

LEG. LOSQUADRO:
It's for public record and I want to see actually if the research has been done that you -- I'm being given information that seems to change on a week-to-week basis.

CHAIRMAN EDDINGTON:
Legislator?

LEG. LOSQUADRO:
So I want to know if you've done the research that you know the answers to which I have already gotten the answers.

CHAIRMAN EDDINGTON:
Legislator Losquadro, I'd like to get into --

MR. FELL:
Yeah, I do know some of the answers.

CHAIRMAN EDDINGTON:
Legislator Losquadro, if you have a question, please respond and please no one shout out anything until the Legislators ask you directly. Continue, Legislator.

MS. HEMENDINGER:
May I respond?

LEG. LOSQUADRO:
I have so many components here to what I was talking about, I'm going to have to pass this off soon. Superintendent Carisetti spoke earlier and referenced the School Resource Officer Program, Commissioner? Wonderfully successful program. And in fact, a lot of the districts that I spoke to were very much in favor of that program. But again, that is a program that's already in place and complements Health Smart, complements DARE, complements the PAL, COPE, Police Explorer, Youth Academy, Summer Youth and all the other programs that the Commissioner enumerated.

Do we really feel, and I want an answer, that if these are already in place, do we really feel that this is truly going to be an enhancement if what we already have in place, and I was actually going to ask the Commissioner to answer this so.

CHAIRMAN EDDINGTON:
Commissioner, could you give your attention to the Legislator, please?

LEG. LOSQUADRO:
Apparently no one seems to be taking this very seriously, Mr. Chairman.

MR. ZWIRN:
You know, that's -- you know, Mr. Chairman, please, this is --

CHAIRMAN EDDINGTON:
No, wait, wait, wait just.

MR. ZWIRN:
I mean the adjectives are fine, but we do --

CHAIRMAN EDDINGTON:
I understand. Mr. Zwirn --

MR. ZWIRN:
We take this very seriously.

CHAIRMAN EDDINGTON:
Yeah, I would like -- I think the Commissioner is, I'd like you to respond. Why don't you finish your question --

MR. ZWIRN:
What's the question?

CHAIRMAN EDDINGTON:
-- because I don't think --

LEG. LOSQUADRO:
I have a question, Mr. Zwirn --

CHAIRMAN EDDINGTON:
Then listen, you'll listen.

LEG. LOSQUADRO:
-- and it's not to you, if you don't mind.

MR. ZWIRN:
Well, I'd like to hear it.

LEG. LOSQUADRO:
Quite frankly, I don't care what you would like to hear, sir.
I'm not directing my question to you.

CHAIRMAN EDDINGTON:
Please continue.

LEG. LOSQUADRO:
To the Commissioner, to BOCES, if we are currently -- if we currently have these programs in place, School Resource Officer, PAL, COPE, Police Explorer, Youth Academy, Summer Youth and DARE and Health Smart, I really would like an answer as to how this is going to be an enhancement to have fewer officers available for this program? Every school I'm speaking to is telling me, "We want more officers, we want more School Resource Officers, we want more Police Officers visiting," and DARE is only one component of that. But if you reduce that component, ultimately you're going to have less officers in the overall environment. Do you plan on upping the Police Resource Officers in an equal amount?

COMMISSIONER DORMER:
Is that the question?

LEG. LOSQUADRO:
I want to know how -- I want an explanation from both sides as to how this is going to be an

enhancement. If we are just going to continue the programs we have and we're going to reduce the number of officers we have available, how is that an enhancement when every Superintendent I'm speaking to is telling me, "We want more officers, not less"? It just seems to me that this is a very conveniently-crafted title, Enhanced Health Smart, when I don't see an enhancement in the Police presence aspect.

So if you could please comment on how from a Police standpoint you see this as an enhancement of the Police program and then from a BOCES standpoint, do you feel this will enhance the Police presence?

CHAIRMAN EDDINGTON:
Commissioner?

COMMISSIONER DORMER:
Well, I'll try to answer that if there was a question in there.

CHAIRMAN EDDINGTON:
Well, you know what?

COMMISSIONER DORMER:
If I may?

CHAIRMAN EDDINGTON:
Since you said that, I'm going to clarify the question that I heard. DARE has ten classroom presentations for 45 minutes each, and I think the Legislator was clear, show us how there will be more -- I think you answered that for me, but it wasn't clear for Legislator Losquadro. I want you to talk about how there'll be more Police Officers in this class -- in the schools if we -- if the only time they come in is 5th grade, they come in ten times for the career of the student, tell me how it will be more?

COMMISSIONER DORMER:
Under the present program with DARE, there's -- it's 5th grade, ten weeks, 45 minutes a week; that's it, it's a one shot deal, a splash in the pan. And what we propose, by the way, along with Health Smart, which frees up our officers to deal with the issues that I spoke about before, gives us more time, will give the kids more exposure to the Police, K through 8. And also, I should explain that if the high school wants an assembly on a specific issue, we're available to do that. We have 2,600 officers in support of the ten officers that are going to be doing this Health Smart Program. We have -- we see no problem doing it, we think it's the right thing to do. It's going to increase our exposure, the kids exposure to the Police.

Back to the School Resource Officer Program. You know, since 2004, we've gradually increased that program, we're in the process right now of training or have trained 69 more Police Officers to deal with the schools, the School Resource Officer Program, which again will increase our exposure in the schools. And I tell everybody that this is going to be better for the kids and to keep an open mind on it. I ask everybody to keep an open mind on it.

CHAIRMAN EDDINGTON:
Okay. Thank you, Commissioner. Legislator Losquadro?

LEG. LOSQUADRO:
Yes. I just pulled out a copy of the letter from November 14th that you did send to the school districts and I would just like to point out that nowhere in this letter does it give a timeframe for this implementation. In fact, it says, "A letter from Eastern Suffolk BOCES will be mailed to you shortly with more detail about what is being offered and how to access the services, including a list of the special lessons Police Officers will be offering," and so on and so forth.

So, no, actually this letter didn't tell the school districts anything other than you were planning a change and an outline of what you were proposing. But it didn't say that you were going to be doing this in the middle of a school year, it didn't give them information as to how you would be rolling it out. And maybe after the conversations that we've been having and some of the publicity this has garnered, you felt compelled to reach -- to start to reach out to these school districts as of Monday, but I haven't heard back from any of mine that they have received any input.

So I dont know, Commissioner. I really feel that everyone really wants to accomplish something good here. We want to offer the best that we can to our children and we want to make sure that they are being educated about the dangers they face in today's society and that things are up to the minute and not outdated and I think that's very laudable. But I don't see how this can be done in this timeframe and I really won't get into it, I'll certainly let Legislator Alden, Legislator Caracappa who are the prime sponsors of the bill to continue this to bring up, but I certainly think that this is something that at least bears further examination until the end of this school year.

Because I'm sure we have districts -- and again, I can't ascertain it from the limited information provided to me, even with this new list -- I'm sure there are districts on here that have multiple schools. I know my school district is one of them, it has two elementary schools. Did one of them have DARE in the fall and the other one is going to have it in the spring? And that was part of their overall curriculum for the year, and now they're going to have one half of the population in that school district that had DARE and then the other half of the year isn't going to? How does that fit into a school's overall curriculum for a school year? I don't know and I haven't had a single answer yet that explains that to me.

So I think this at least bears continuation through the end of this school year, further examination, much more involvement on the part of the Health Department and the Police Department in terms of interaction with the school districts, the east end Police Departments as to how this is going to be effectively integrated if this is what we want to move forward to. Thank you.

CHAIRMAN EDDINGTON:
Thank you, Legislator. Legislator Horsley.

LEG. HORSLEY:
You guys having fun? Let me just -- I have a question, and I believe this to be to BOCES. Because what we're here today to do is decide at the bottom -- the bottom of this whole argument, is DARE an outdated program, is it something that we should continue? Should -- would Health Smart be a better program for our kids? And that's where we're going. So I want to -- we're hearing the comparisons between the two.

Now, we have been provided studies saying that DARE is problematic as far as it's not far reaching, it doesn't change the norm as was brought to our attention, that it's a splash-in-the-pan, as the Commissioner mentions and the like. Well, we now have -- we -- okay, that's a point.

So now we have a program that then the DARE peoples come and they say, "Well, our program has changed since these studies have been made and we now don't recommend the program that only involves the 5th grade students," the splash-in-the-pan issue. So what I'm finding out today for the first time to me, I don't know about my colleagues, that the program, DARE Program, has changed, has been altered, that the original program is no longer even in the DARE playbook. So Suffolk County, as it's practicing DARE today, as it's practicing DARE today is out of compliance with the DARE Program. So I wanted to ask BOCES if that is the case and how does that reflect -- are you going to tell me that DARE is also out of compliance and it is no longer a program that is relevant, as DARE themselves have told us today?

MR. FELL:
I can't answer the question whether DARE is -- we're out of compliance with DARE or -- I don't know --

LEG. HORSLEY:
Well, we're not doing the advanced. We're not --

MR. FELL:
I don't know that much about the DARE Program.

LEG. HORSLEY:
Okay.

MR. FELL:
But what I can say --

LEG. HORSLEY:
Let me clarify just the question. Then apparently we're out of -- we're no longer -- we're not doing it in 7th and 8th grade, we're no longer -- we're not doing it in the 12th grade, which they've recommended it through the high school years. So we are out of compliance with -- and as the DARE manager said, the question is moot. The original program is no longer what they recommend, so we are practicing a program that is now out of the compliance.

MR. FELL:
I can't answer the question about DARE. What I can answer is that Eastern Suffolk BOCES and the Health Department have embraced the Health Smart curriculum because it does meet the State standards for health education and we think that that is very important, a health program that meets all of those standards. The Health Smart Program also targets drug and alcohol abuse, tobacco abuse. It also addresses some of the things that the Commissioner of Police talked about, about Internet and all those things that are important that children in our County have education about.

So we feel that the Health Smart curriculum meets the State standards. And with the enhancement of the Suffolk County Police Department to come into the classrooms K through 4 and then 5 through 7, we feel that -- I'm sorry, 5 through 8, we feel that the children receive -- over their career in the school system, will receive more influence from the Suffolk County Police Department than just the one-shot that they receive in DARE.

LEG. CARACAPPA:
Mr. Chairman?

MR. BROGAN:
May I add to that, Legislator?

LEG. HORSLEY:
Okay. Commissioner, let me ask you then the same question.
The splash-in-the-pan issue, are we -- the way we're practicing DARE in Suffolk County today, are we out of compliance with DARE Program?

COMMISSIONER DORMER:
The answer is no. And in fact, we couldn't continue with DARE if we weren't in compliance.

LEG. HORSLEY:
That's right, that was where I was going.

COMMISSIONER DORMER:
Yeah. But I should explain --

LEG. HORSLEY:

Exactly, that would be my next question. If we are not in compliance, because we are not practicing it in the 7th and 8th grades, we are not practicing it in the high schools any longer, we never practiced it in the high schools. Apparently only Half Hollow Hills is the only one that I've been told that is actually -- seems to have gone to change the norm into the higher grades.

COMMISSIONER DORMER:
We do have -- we do have some schools that --

LEG. HORSLEY:
Is this your argument? I mean --

COMMISSIONER DORMER:
No, no. We have some schools in the 6th grade because the transition from the 5th grade, the kids -- some kids didn't get it in 5th grade, so they transitioned into 6th grade, they received the DARE. We have a few schools that are 7th grade that are receiving it, but we haven't had any interest from any of the schools to do any other DARE Programs in any other grades.

LEG. HORSLEY:
Which is outside of what DARE recommends as their program and they said they've actually dropped people for not complying with their program.

COMMISSIONER DORMER:
No. If the schools don't want it, okay, that doesn't mean we're not in compliance. So if a school doesn't want us doing DARE in the high school, we're not out of compliance, they have to ask for it. We have to coordinate with the schools and respond to their request; we cannot force it on the school at a particular grade level, we just can't do that.

LEG. CARACAPPA:
Mr. Chairman? I'm sorry, just to clarify it.

CHAIRMAN EDDINGTON:
Yes.

LEG. CARACAPPA:
As the Commissioner said, we passed a bill a few years back creating the opportunity to put DARE into middle schools if we chose to go that route. Certain schools can opt in or they don't have to opt in. If they don't opt in, it doesn't mean we're out of compliance with DARE; the only way we're out of the compliance with DARE is if DARE does not continually get updated on the DARE curriculum training, which our DARE officers do on a regular basis.

LEG. HORSLEY:
So it's just a training issue.

LEG. CARACAPPA:
Yeah, So we are completely in compliance. And by having schools opt out of the middle school program which is available now, it doesn't put us out of compliance whatsoever.

CHAIRPERSON EDDINGTON:
Thank you, Legislator Caracappa; once again, your knowledge and experience isinvaluable. I'm sorry, we have a list of people and I would like to go to Legislator Nowick.

LEG. NOWICK:
Hi. I swore I wasn't going to ask anything because I did have a lot of questions last time we met, but there are just a few things I wanted to clarify, probably more for Ms. Kahn. When the Health Smart curriculum is instituted and when it is being taught, is it -- I know the assembly version of it

is -- there's no assembly?

MS. KAHN:
There are no assemblies. This material is taught by classroom teachers in the classroom.

LEG. NOWICK:
I thought there was an assembly from 5 to 8?

LEG. CARACAPPA:
That's the Police.

MS. KAHN:
That would be the Police presentation.

LEG. NOWICK:
Oh, okay. So each one of these are taught in the classroom.

MS. KAHN:
Yes.

LEG. NOWICK:
Health Smart, by the teachers.

MS. KAHN:
Yes.

LEG. NOWICK:
Is it taught to them like a regular classroom subject, is that how it is?

MS. KAHN:
Yes.

LEG. NOWICK:
Now, as I understand DARE, DARE is more -- a lot of interaction; posters, talking, essays, I think they even have creating license plates, puzzles, it's a lot of interaction. And that's why I want to know, I'm trying -- putting aside everything else that's gone on, I'm trying to understand what's better for the child. The Enhanced Health Smart then is a teacher teaching to the children -- no, you're saying no. You're saying yes.

MS. KAHN:
It's so confusing and I understand why it's -- yeah.

LEG. NOWICK:
I'm just -- because I can't help --

MS. KAHN:
Let me try to explain.

LEG. NOWICK:
-- think about Charlie Brown when the teacher's talking and all you hear is "Whah, whah-whah, whah-what".

MS. KAHN:
The Health Smart curriculum is very interactive. There are a lot of activities, a lot of cooperative activities, activities that children do on their own and things that they bring home. So there's a lot of interaction. In fact, we hear back from teachers that they often have to shut down the

conversation because the kids are so interested to talk about these topics that they don't necessarily have a chance to talk about elsewhere, that the teachers have to say, "Okay, we have to stop talking about health so we can move on to math now." But that's why I wanted to show you the flip charts, they're very visual, the activities, the lessons are very interactive and there are a lot of things that can be incorporated into other academic areas --

LEG. NOWICK:
Well, that's one of the reasons why I was asking. Because --

MS. KAHN:
-- Such as the Health lesson can become an ELA lesson.

LEG. NOWICK:
No, that's good enough, that's good enough. I understand what you were saying.

MS. KAHN:
Okay.

LEG. NOWICK:
One of the reasons why I was asking is I thought that the flip charts -- I was hoping that that's not the way we were teaching. You know, kids need to have interaction.

MS. KAHN:
Oh, absolutely.

LEG. NOWICK:
And I appreciate that answer.

MS. KAHN:
Yes.

LEG. NOWICK:
Now this is -- most important to me is I'm looking at parochial schools that are doing both programs. I think your Health Smart Program is excellent and I think these kids really need to know about this and I commend you and your enthusiasm. Why don't -- if we were really interested in kids, I think the best thing to be would do both.
I see parochial schools doing it.

(Applause)

I say we do both and really give our children what we're preaching about. Thank you.

(Applause)

CHAIRMAN EDDINGTON:
Legislator Browning.

LEG. BROWNING:
One question. I'm looking at Enhanced Health Smart, it says 240 lessons. There's about 182, 186 days of school. Can you explain where you get the 240 and how you did --

MS. KAHN:
Yes, I'll speak to that.

LEG. BROWNING:

Okay.

MS. KAHN:
And by the way. Legislator Eddington told me I was too meek yesterday, so I'm trying to be much more assertive today in answering all the questions.

LEG. BROWNING:
And I will tell you and I do want to respond, too. I have contacted -- I have three school districts, one school district has not yet responded on their opinion as to where they want to go. One school district is mixed between -- the Superintendent is prepared to move ahead with the Health Smart, however the School Board President is not prepared, still likes the DARE Program. I have another school district that both the President of the School Board and the Superintendent have both DARE and Health Smart, however we have reached out to them and they are prepared to go with Health Smart if that's what's decided.

And I know that we've had the Police Resource Officers in that school and more than just the high school, so I think they're very satisfied with what the Police precinct is doing with them also. But anyway, to let you get back to the 240 versus 182, 184 school days.

MS. KAHN:
Excellent question. And again, it's very confusing because we're talking about the Health Smart curriculum and we're also talking about Enhanced Health Smart, and personally I'd like to choose a different name for that because that is confusing.

I belive what's meant by Enhanced Health Smart is the Police presence, which is available to schools whether they use Health Smart, their own health curriculum or they don't use health -- they don't have a comprehensive health curriculum at all. So the Police presence will be available to all schools in the five western towns, whether they use Health Smart or their own curriculum. That's number one.

Number two, getting back to your original question, 240, where does that number come from. There are 240 lessons K through 6, it's an average of 34 lessons per year. We asked teachers in the classroom to teach 30 minutes of Health per week, If they do 30 minutes of Health a week, they will meet the requirements that are set out by New York State in the Ed Laws and the regs, the Commissioner's regs.

LEG. BROWNING:
Okay.

CHAIRMAN EDDINGTON:
Legislator Mystal.

COMMISSIONER DORMER:
Mr. Chair? Mr. Chair, could I clarify something that was mentioned before about if you keep DARE and Health Smart --

CHAIRMAN EDDINGTON:
Correct.

COMMISSIONER DORMER:
-- and everybody thought that was a great idea. I should point out that DARE does not give us the flexibility, does not give our cops the flexibility to address the issues that I mentioned in my opening statement, because of their requirements to stay within their contract, within compliance with them. We want flexibility to be able to address issues in a particular school district.

CHAIRMAN EDDINGTON:

Yes.

COMMISSIONER DORMER:
One school district may be different from another --

CHAIRMAN EDDINGTON:
Correct.

COMMISSIONER DORMER:
-- with the issue. So we need that flexibility.

CHAIRMAN EDDINGTON:
Gotcha, clear. Thank you. Legislator Mystal.

LEG. MYSTAL:
It's 12:15, I'd like to go to lunch.

CHAIRMAN EDDINGTON:
No way.

LEG. MYSTAL:
I don't have -- I don't specifically have a question, I just want to make a small statement. It seems odd to me that people seem to think that teachers cannot teach anything, that somehow the only people who can teach is a cop. This is what I'm hearing. I'm hearing that the only people who can teach our kids how to resist drugs are the cops, because of the fact that they are cops and they can maybe put the fear of God in them or maybe they can threaten them.

I have two kids -- I have two grown kids, they both went to private school, that never had a day of DARE and they never used drugs because they knew if they did they'd be dead, I'd make another one just like them. Okay? You know, that's what parents said all the time. Now, I have been remarried and I have two new kids that are now age 10 and 11, they also go to private school. I don't have any worry about them using drugs because I'm a parent. I am a parent and I have teachers. Teachers can teach. I don't want -- I kept hearing that somehow if the teacher is teaching the Health Smart Program that the kids will not listen to them because they are not cops; if that's the case, I wonder how our kids learn and I wonder how our kids ever get out of middle school. We pay teachers to teach our children, but now I'm hearing, "Oh, the only person who can teach our kid to stay away from drugs are cops."

Well, let me tell you something, story for you. DARE started in my district, in Amityville, it was brought in by the late Maxine Postal. And I have five or six different districts in my district and I have talked to a lot of them and they all tell me DARE does not work. It's a one-shot, they listen to it, as Legislator Nowick just said, when the cops speak to them that's exactly what they hear, "Whah, whah, whah, whah, whah, whah, whah, whah," and it goes right out and they -- you know, they don't -- you know, that's the intent, the intent was like, you know, kids don't listen to teachers a lot of the time. The kids will get that one shot in 5th grade and never deal with it again, that's all they get and they don't listen to it.

To me, I would entrust the teachers who has a presence in the school with the kid and continuing to drum into their head that subject over and over -- everybody on this horseshoe is in politics and we always learn when we're doing policies, when we're doing fliers, you have to hit them at least four or five times before they retain it and that's the grown-up, you have to send them four or five fliers before they retain the information and we're sending them to grown-ups.

So if we're going to do a one-shot deal with a cop, to me it doesn't mean anything. I'd rather have the teachers doing the program K through 4, 5 through 8; at least maybe I have a chance of getting something through they're head. And I really would have the teachers do the holistic approach

where not only drugs are bad for you, but the way you eat, the sodas that you drink. Put all of that together and present it to the kid and say, "This is a healthier way for you to do. That drug is one thing that is bad for you, but there are other things."

As a matter of fact, if anybody read the papers, yes, drug use is going down, what's going up are pills. The kids are no longer using drugs that much, they're using over-the-counter pills or prescription pills.

LEG. BROWNING:
Oxycontin.

LEG. MYSTAL:
All those different things that they're using.

So what I'm saying is like, you know, we have a whole range of things to address to our kids. To me, DARE has been in existence around here for 19 years. I have -- you know, if the drug program has gone down -- if drug use has gone down in Suffolk County, it's been going down all around the country and with the help of the Police Department with arrests and everything else that's going on. I don't think DARE -- it's not a bad program, but I think this one is a much better program. Let's give it a chance. If it doesn't work -- guess what, if it doesn't work, we can always go back to DARE just like Boston did.
If it doesn't work we'll go back to DARE. To me, we're wasting a lot of information, a lot of time talking and it's not going to solve anything.

CHAIRMAN EDDINGTON:
Thank you. And just for clarification, Legislator Caracappa is going to ask a question, he's on the committee. And then everybody that's not on the committee has asked to be a speaker, too, so I haven't forgotten you, but I wanted to give every committee person the first opportunity. Legislator Caracappa.

LEG. CARACAPPA:
Well, actually, Mr. Chairman, I was going to speak to the bill. And if other members of the Legislature who aren't on the committee have questions at this point in time for the panel, I would suggest you go with that and then when the time comes to discuss the bill, I think that's where a lot of the poignant information that I have and then want to put out will be beneficial.

CHAIRMAN EDDINGTON:
Absolutely. Okay, I'll pull it out or order. Okay, then, Legislator D'Amaro, you have a question.

LEG. D'AMARO:
Legislator Caracappa, I appreciate that because it seems to me the debate we're having here today is as if your bill already passed, so it's kind of interesting.

LEG. CARACAPPA.
Right.

LEG. D'AMARO:
But in any event, just a point of clarification to the Commissioner, if you don't mind. You mentioned K though 4 and then 5 through 8, K through 4, 15 minutes, three times; is that per grade?

COMMISSIONER DORMER:
Yes.

LEG. D'AMARO:
So in kindergarten you would get three 15 minute sessions?

COMMISSIONER DORMER:
That's correct.

LEG. D'AMARO:
So it's per grade. I think Health Smart, from what I'm learning of it, is a wonderful tool. I mean, I think everyone here would agree to that and I think everyone wants their children to get as much information and education as possible.

Here's my question, because I know we're running late. We can't impose Health Smart, we can't impose DARE; a school district has to make that decision. Let's say a school district decides we're not going with Health Smart and we eliminate DARE, what do we do? How do the kids get this education? How do the kids get in touch with Police Officers, how do they form that bond, what do we do as a County?

COMMISSIONER DORMER:
Well, we have a relationship with every school district in the five western towns. They know we're available to assist them with any presentation, any lecture. We will have our experts come in from any of our units in the Police Department so they know we're there to help them. They have to ask for it. We are offering it to them. They know that, by the way, because the School Resource Officer Program is being offered to every school district in the five western towns, so they know that we're available to assist them with any issue that they feel they need assistance with.

LEG. D'AMARO:
All right, so the K through 4 and the 5 through 8, the 15 minutes, 45 minutes is really the injection of the Police effort into the Health Smart Program, it is not freestanding.

COMMISSIONER DORMER:
Yes, so we would like the two to work together; that's the optimum, that's really the way it should work. But we are flexible enough -- and understand that maybe a school district does not want to opt for Health Smart and they do want to continue the relationship with the Police. We will give our -- we will give them our officers to assist with the issues that I spoke about or any other issue that the school comes up with because of the particular school district.

LEG. D'AMARO:
But wouldn't that be a program like DARE?

COMMISSIONER DORMER:
Yeah, the problem with DARE, as I mentioned before, is that we don't have the flexibility. You know, DARE is a copyrighted program, we have --

LEG. D'AMARO:
So we can -- excuse me for interrupting. We can talk about if a school district doesn't have Health Smart, what are we going to do as a County Police force to help out. But DARE, in your opinion, is not the answer, you don't have flexibility, it's a one-shot and all the issues that have been raised here today.

COMMISSIONER DORMER:
Exactly, yes.

LEG. D'AMARO:
So but you're committed as a Police Department to -- if there's no Health Smart Program, are you monitoring that, you know, while there is no Health Smart or we haven't been in to these districts, do you proactively contact school districts and say, "Look, you know, let's put something together or at least that we're available"; I mean, how does that work?

COMMISSIONER DORMER:
Yeah, we've offered our services to all the school districts. We know that some of them don't have DARE right now and we're going to offer this program where the officers, where we -- the enhanced part of the Health Smart, even though we don't want to use that enhanced because of the copyright issues, but we are offering our services to these school districts that don't have DARE right now. They can opt into having the Police come in, so we're open to that.

MR. FELL:
Can I just add something to that?

LEG. D'AMARO:
Sure.

MR. FELL:
Currently there are 22 school districts that are being serviced by the Suffolk County Police Department with DARE, with the DARE Program. All school districts, whether they use Health Smart, you have to exclude DARE now because DARE does not meet the health standards for New York State. Every school district has to have a health program that meets the standards -- the health standards for New York State. What the Police Commissioner is saying is that if they have a health program other than Health Smart, he will come in and provide lessons in drug education, drug and alcohol, tobacco education, or other issues that they may have to supplement their own health program. It would be exactly the same as he's doing for Health Smart, but it would be for their health program.

LEG. D'AMARO:
Well, that was my question. You know, I think that it's important, as the Commissioner pointed out, to have this more flexibility. Times have changed, you know, technology has changed, we've moved forward. And I see my six-year-old son on the computer now and it worries me a little bit and I'm starting to experience that. So, you know, I want to know that when he goes to school, it's important to see the Police Officer, to interact with the Police Officer, to see the Police car, the vehicle, to get comfortable with that; these are all important things for young children to be doing. And DARE probably accomplishes that, it probably does, But my point is that if we can get all of that and then some and get into the other areas, I think that's more effective.

Now, I know there's a lot of people that are fearful of losing DARE and I think it's going to be your job and our job to let people know that look, if we're moving away from DARE, it's not because no one's committed to our kids and giving them the right lessons at an early age, it's because we think there's something actually out there that's better and more effective, which is what -- Legislator Mystal was making that point as well.

So, you know, I just want to make sure that if this does happen, that the -- that I can't determine whether or not Health Smart is going into any school district, that's up to local school districts to decide. I want to know what the County of Suffolk and our Police Department is prepared to do. And if we're prepared to offer these services that are more flexible and beyond the scope of DARE and if a Superintendent from my district called tomorrow and said, "Commissioner, I need your help, even help me set up a program. You know, we're not using Health Smart, but we need to get to these kids," that you're prepared to do that.

COMMISSIONER DORMER:
That's correct.

LEG. D'AMARO:
Okay. Thank you.

DR. LARIA:
Mr. Chairman?

CHAIRMAN EDDINGTON:
Who's that? Oh, yes. Yes?

DR. LARIA:
May I be responsive to --

CHAIRMAN EDDINGTON:
Actually, you know what? I'd like to move on. I think he answered the question perfectly and I'd like to get to Legislator Viloria-Fisher.

D.P.O. VILORIA-FISHER:
Thank you, Mr. Chair. And thank you to the other members of the committee because -- for giving us the opportunity to speak, I know that you want to get to your votes.

But Commissioner, I have a number of questions because I don't believe that we have seen enough detail about what's going on with the program. And it's unfortunate when a Legislator reads about a program in the newspaper first and so that puts you at -- in a position where you feel that you haven't gotten the background information that you need to respond to your constituents.

With regards to saying that this is an Enhanced Health Smart Program, I think it should be clear that there are New York State requirements and there are New York State standards that must be met. And in order to meet those standards with a program that's available through BOCES that's as well rounded and well put together as Health Smart, any school district can do that and Suffolk County doesn't have to lead the way in that. So let's not call this something it isn't. And the reason I'm saying that is because I'm looking at -- I'm going to refer back to what Dr. Laria said, and I know Dr. Laria's expertise, he was, in fact, my professor when I was working on my Degree in School Administration.

The DARE Program and Health Smart are not mutually exclusive, to use your words, Dr. Laria. And anyone who is an educator knows that teaching is repeating and you must repeat the information over and over again and you must repeat it in many modalities because there are many different types of learners.

And in the school district that I taught in, and Frank Carasiti came to speak about Three Village Schools, I've been -- I've attended programs at Minnesauke School where there was a Cablevision program on Internet Dangers, and those are programs that are available at all schools. There are programs I attended last -- two nights ago at Theatre Three, a program on "Find your Voice", which is a program on self-esteem and self-awareness and listening to the child rather than saying, "Just Say No". So there are many, many tools in the tool box.

And the reason I'm going through this introduction is because, as I look at what the Commissioner is referring to as an enhancement, I don't see it as an enhancement. I see assemblies as a -- probably the weakest way of reaching out to kids. The Police Officer as a Resource, what Frank Carasiti described, is very powerful, because the Police Officer is walking through the halls, the Police Pfficer during some downtime actually had a desk in the school where he could sit and kids knew where to find him. But I taught long enough to know how effective assemblies are and it's just not the same as the kind of personal contact that DARE provided. And whether or not you're dealing with another curriculum, if you decide that DARE isn't the curriculum that fits in well, I believe that a Police Officer's time in the classroom where kids get to know him and he sees them in the hall and knows them by name is a very vastly different experience from the experience of having someone speak three times.

And Commissioner, I do have a question about what you said. I apologize to the Chairman that I blurted out my question, but when you said three times, was that three times a year or three times a semester?

COMMISSIONER DORMER:
Yeah, I just got -- wanted to clarify with the Sergeant who schedules this; three times from February through June of 2008.

D.P.O. VILORIA-FISHER:
Okay.

COMMISSIONER DORMER:
That's how we've scheduled right now.

D.P.O. VILORIA-FISHER:
And thereafter, how many times a year?

COMMISSIONER DORMER:
Well, it depends on the number of schools again, but it wouldn't be any less than that.

D.P.O. VILORIA-FISHER:
So it would be six times a year --

COMMISSIONER DORMER:
Yes.

D.P.O. VILORIA-FISHER:
-- for kids ages K to 4.

COMMISSIONER DORMER:
Yes.

D.P.O. VILORIA-FISHER:
And four to six times or eight to twelve 12 times a year for children who are in the immediate or middle school grades.

COMMISSIONER DORMER:
Well, 5 to 8 would be three to six times a year, 30 to 45 minutes a session.

D.P.O. VILORIA-FISHER:
Oh, so you did say three to six times a year, not a semester? Because earlier I thought you were talking about that same February to June period.

COMMISSIONER DORMER:
Well, I may have misspoke on that. I believe it's semester, right? Okay, a semester, that's what he's telling me.

D.P.O. VILORIA-FISHER:
It's a semester.

COMMISSIONER DORMER:
Yeah.

D.P.O. VILORIA-FISHER:
So then it's six to -- you said three to six times a semester, so that's six to twelve times a year.

COMMISSIONER DORMER:
Thirty to 45 minutes, yes.

D.P.O. VILORIA-FISHER:
Okay.

LEG. CARACAPPA:
No, no, no, no, he's not saying that.

D.P.O. VILORIA-FISHER:
I know. I'm trying to -- if it's three to six times a semester then it's six to 12 times a year.

COMMISSIONER DORMER:
Yes, yes.

D.P.O. VILORIA-FISHER:
Okay, September to June.

COMMISSIONER DORMER:
And also, we're flexible enough to respond to a principal's request that we do a classroom presentation on a particular subject. And we can think of all sorts of things that could happen in a school that have to be addressed maybe in a classroom rather than an assembly.
So we're flexible enough --

D.P.O. VILORIA-FISHER:
Okay, then let's talk about resources, because you've talked about the flexibility.

COMMISSIONER DORMER:
Yeah.

D.P.O. VILORIA-FISHER:
And I'm looking at three times a semester then and you're talking about 10 officers, so each officer would have on the elementary level 200 visits a year and 60 a year in the -- on the intermediate level at least, that's on average, and that's only with the schools that I counted here depending on how many schools you're reaching out to, and then you have the Police Officer as a resource person. So I'm wondering, how many staff people are you putting into this program?

LEG. CARACAPPA:
Ten.

D.P.O. VILORIA-FISHER:
I can't see how 10 people could be stretched this thin; it's really stretching ten people very thin. But do you have charts, do you have numbers that you can give us? I know that Legislator Losquadro said that he didn't want to see them, but I do want to see them.

LEG. LOSQUADRO:
Oh, no, I want to.

D.P.O. VILORIA-FISHER:
I want to see -- I know you wanted to see them, but you said, "Well, don't show them to me." Do you have --

LEG. LOSQUADRO:
That's not what I said.

D.P.O. VILORIA-FISHER:
-- them here today; can you read them into the record and let us know what your plan is? Which is why I think -- actually, the language of 2215 is that there be a full presentation of what we can

anticipate, what will be available to the schools.

LEG. CARACAPPA:
Legislator Viloria-Fisher, I asked for the work chart last week on how they planned on using these 10 County-wide and I haven't received anything.

D.P.O. VILORIA-FISHER:
Okay. Well, I'm not going to --

LEG. LOSQUADRO:
I'm sorry, point of personal privilege. I apologize, Legislator Viloria-Fisher, but my point was that the information should have been forthcoming not at the moment I was having the discussion.

D.P.O. VILORIA-FISHER:
I understood completely what you were saying.

LEG. LOSQUADRO:
Well, I just wanted to clarify that.

D.P.O. VILORIA-FISHER:
Yeah, I meant that you didn't want them right now.

LEG. LOSQUADRO:
No.

D.P.O. VILORIA-FISHER:
But I would like them right now.

LEG. LOSQUADRO:
I got it.

D.P.O. VILORIA-FISHER:
Oh, you did get it? Okay.

LEG. LOSQUADRO:
Yeah.

CHAIRMAN EDDINGTON:
Commissioner, can you respond to Legislator --

COMMISSIONER DORMER:
Well, we're talking about two different things then. I think one is the request from Legislator Losquadro on the schools that have DARE, that have Health Smart or have both.

D.P.O. VILORIA-FISHER:
Right, okay.

COMMISSIONER DORMER:
And I believe that the Legislature has that.

D.P.O. VILORIA-FISHER:
Okay, that we have.

COMMISSIONER DORMER:
Yes. And the other one was the schedule which you said you wanted read into the record, and we can do that if that's what you want, Mr. Chair.

D.P.O. VILORIA-FISHER:
Actually, I'll just take a copy of it --

COMMISSIONER DORMER:
Will you take a copy? Because --

D.P.O. VILORIA-FISHER:
-- because this meeting is going on very long, for everybody.

COMMISSIONER DORMER:
-- we'll be here 'til four o'clock on this.

LEG. ALDEN:
Through the Chair.

COMMISSIONER DORMER:
And this --

CHAIRMAN EDDINGTON:
Let me --

COMMISSIONER DORMER:
I'm still answering the question, Mr. Chair, if I may.

CHAIRMAN EDDINGTON:
Let me just direct you, we don't have to respond. I'd like someone to get a -- I'll give that to my aide, she will now make 18 copies and we'll make sure everybody gets one.

COMMISSIONER DORMER:
Yeah.

CHAIRMAN EDDINGTON:
Okay?

COMMISSIONER DORMER:
If I may, Mr. Chair. It does name the officers and their schedule and I'm always leery of letting officer's names out, so this is a confidential document.

CHAIRMAN EDDINGTON:
Well, then I will ask my aide to black them out.

COMMISSIONER DORMER:
It should be dedacted, yeah.

CHAIRMAN EDDINGTON:
She'll black them out and we'll --

COMMISSIONER DORMER:
Yeah, the officer's name.

CHAIRMAN EDDINGTON:
Okay.

COMMISSIONER DORMER:
And you can have a copy and it schedules officer assignment based on present 5th and 7th grade

commitments presently and we have the schedule from February through June.

CHAIRMAN EDDINGTON:
Very good. Could you give that to Katie, please, and we'll --

COMMISSIONER DORMER:
Two pages.

CHAIRMAN EDDINGTON:
Okay. Legislator --

D.P.O. VILORIA-FISHER:
Thank you, Commissioner.

CHAIRMAN EDDINGTON:
Okay. I have Legislator Alden.

LEG. ALDEN:
Thank you, once again, Mr. Chairman. My first question is to our Health Department. And I kind of wish that the Chairman was -- or the Commissioner was still here, but when did you do an analysis of DARE's effectiveness, the DARE Program's effectiveness?

MS. KAHN:
I'm sorry, Legislator Alden, who are you --

LEG. ALDEN:
No, this is to the Health Department.

MS. HEMENDINGER:
I understand there was a study done in 2001.

LEG. ALDEN:
No, no, no. When did you do it? When did your department do it? Because the Commissioner released a statement very, very recently, within the last -- to the papers, basically. And when did he do a study and when did you do -- did the Health Department do an investigation?

MS. HEMENDINGER:
I'm not aware of a study. Again, our focus is overseeing the Health Smart and school-base program.

LEG. ALDEN:
Okay, so you really don't and you didn't do an analysis of DARE.

MS. HEMENDINGER:
I did not do an analysis of DARE, I read the studies.

LEG. ALDEN:
Then please take this back to your Commissioner. I'd like him to respond to me in writing how he made the statement, and the statement did end up in the paper, and when he made that determination that it was an ineffective program; how he got to that conclusion and when he got to that conclusion.

To Eastern BOCES and Martha, thanks for coming down. What is the status of your contract right now,

MS. KAHN:
We have a signed contract.

LEG. ALDEN:
Oh, you do?

MS. KAHN:
Yes.

LEG. ALDEN:
For what period?

MS. KAHN:
It's -- the waiver is -- right now your contract goes -- I'm sorry, I'll defer,

MS. HEMENDINGER:
BOCES has a signed contract from January, 2008 to December, 2008.

LEG. ALDEN:
When was that contract -- when was that executed?

MS. HEMENDINGER:
The exact date I can't give you.

LEG. ALDEN:
No, approximately.

MS. HEMENDINGER:
About a week ago, ten days ago.

LEG. ALDEN:
Does it include language that would incorporate this Enhanced Health Plus Smart or whatever it is?

MS. HEMENDINGER:
It has language that we are working and -- with the Police Department with the supplemental program that the Commissioner has talked about.

LEG. ALDEN:
It doesn't mention DARE Program at all?

MS. HEMENDINGER:
No, it does not.

LEG. ALDEN:
Okay. Because last time we spoke, your contract -- basically, you weren't being paid, and you had some concerns about even the Suffolk County end of it going forward and honoring up to their end of the contract. So that's why I asked that question.

MS. KAHN:
We had gotten two -- sorry. We had gotten two six --

LEG. LOSQUADRO:
Pull the mike closer.

MS. KAHN:

We had gotten two six-month extensions.

LEG. ALDEN:
But prior to that, you weren't even being paid, or there was a -- there was a fear on your part that you expressed to me, and I believe to Legislator Eddington, that you weren't even going to get --

MS. KAHN:
That's kind of -- yes, that we had started --

LEG. ALDEN:
Okay.

MS. KAHN:
-- talking to you about this --

LEG. ALDEN:
Thank you.

MS. KAHN:
-- about a year-and-a-half ago, right.

LEG. ALDEN:
Thanks. When did you coordinate with -- and this is to BOCES. When did you coordinate with the Police Department as far as this Enhanced Health Smart Program?

MS. KAHN:
We were brought into discussions through the County Executive's Office I would say, I don't know, six months ago perhaps.

LEG. ALDEN:
So you knew about this program six months ago?

MS. KAHN:
We were brought into those meetings to have those conversations I would say about six months ago.

LEG. ALDEN:
But it was at the County Executive's --

MS. KAHN:
Yes.

LEG. ALDEN:
It wasn't the Police Commissioner?

MS. KAHN:
It was through the County Executive's Office.

LEG. ALDEN:
It Went through the County Executive's Office. And at approximately six months ago, so that would have put it in like around June, May, June area?

MS. KAHN:
About.

LEG. ALDEN:

Okay. Thank you. Police Commissioner, is Dr. Laria an employee of Suffolk County?

DR. LARIA:
No.

LEG. ALDEN:
Well, actually --

COMMISSIONER DORMER:
I have no idea.

LEG. ALDEN:
Oh.

COMMISSIONER DORMER:
I don't know who employs him.

LEG. ALDEN:
Oh, okay, then I'll address --

COMMISSIONER DORMER:
I don't know.

LEG. ALDEN:
-- my questions to --

DR. LARIA:
The answer to the question is no.

LEG. ALDEN:
You're not an employee of Suffolk County?

DR. LARIA:
No, I am not.

LEG. ALDEN:
Why did you come down today?

DR. LARIA:
I've been an advocate of the Smart -- Health Smart Program and I testified at the last hearing.

LEG. ALDEN:
Okay. And I apologize for not being at the last hearing, but I was at a funeral.

DR. LARIA:
And I have been, as I said in my opening statement, a Superintendent in Suffolk County.

LEG. ALDEN:
But you're -- primarily, you're just a concerned citizen that came down.

DR. LARIA:
I am associated with my colleagues in BOCES as a -- I am currently the interim Superintendent of Schools in North Babylon.

CHAIRMAN EDDINGTON:

You know what, I'm going to ask you to just hold for one minute as for a public safety announcement. We've just been informed by the police that a number of Suffolk County schools are letting their children out early. I want the parents to be aware that if you want to make a quick phone call or you want to you exit, you should do so. So I'm just letting you know now. Okay.

DR. LARIA:
Yeah. Mr. Chairman, on that point, may I?

CHAIRMAN EDDINGTON:
Yes.

DR. LARIA:
On that point. I just stepped out because I received a call from my district, from my Deputy Superintendent. Many schools are preparing to dismiss early. Most schools are already on the media cancelling afternoon activities, and our transportation people are telling us the roads are getting very bad in terms of icing conditions.

CHAIRMAN EDDINGTON:
Okay. All right, thank you. Continue.

LEG. ALDEN:
And, Dr. Laria, you -- primarily, the reason why you came down was through your association with Eastern BOCES?

DR. LARIA:
And as an Interim Superintendent of North Babylon School District.

LEG. ALDEN:
Okay. When did you become aware of this -- the change in the program?

DR. LARIA:
Oh, I would say six months or so ago.

LEG. ALDEN:
Six months ago?

DR. LARIA:
That there was contemplating an effort, but I received a letter in November from --

LEG. ALDEN:
November 14th, are you referring to that one?

DR. LARIA:
Correct.

LEG. ALDEN:
Okay.

DR. LARIA:
I received two letters as a Superintendent.

LEG. ALDEN:
Okay. Thank you.

DR. LARIA:
You're welcome.

LEG. ALDEN:
Mr. Commissioner of Police, when did you originally contemplate the changing of the DARE Program?

COMMISSIONER DORMER:
Way back in 2004, when I became the Police Commissioner. That was one of the processes or programs that I examined --

LEG. ALDEN:
Okay.

COMMISSIONER DORMER:
-- for -- to look at its effectiveness, it's -- the efficiencies, will we get a return on investment. And that meant, by the way, not in monetary terms, were we keeping our kids away from drugs.

LEG. ALDEN:
Okay.

COMMISSIONER DORMER:
And that's how far back that I became interested in this, but we had a lot of other things going on in the Police Department, things that, you know, had higher priority at that time. But then it was on the burner since that time, since I became Police Commissioner.

LEG. ALDEN:
Okay. And With all due respect, when was the last time you conveyed that feeling to me, as a Legislator, or to any of my colleagues, that you were considering doing away with DARE Program?

COMMISSIONER DORMER:
Well, I was -- I was doing research on the DARE Program.

LEG. ALDEN:
Okay.

COMMISSIONER DORMER:
I think the Chair, Chair of Public Safety, is aware that we were doing this, you know, review of the DARE Program --

LEG. ALDEN:
And when did --

COMMISSIONER DORMER:
-- and looking for alternatives.

LEG. ALDEN:
And when did you inform the Chair of this committee that you were looking for alternatives to DARE?

COMMISSIONER DORMER:
Well, I have no idea the last date, but it had to be six months ago.

CHAIRMAN EDDINGTON:
Right. I could respond to that.

COMMISSIONER DORMER:
Yeah.

CHAIRMAN EDDINGTON:

That about 30 days after the 2006 election, I was brought -- the Commissioner came to me and said -- in fact, actually myself and the Vice-chair, that they're thinking of doing away with DARE. At that time, I said, "What would be the alternative?? The answer was, "Nothing".

LEG. ALDEN:
Okay.

CHAIRMAN EDDINGTON:
Then a year later, they came back with the same thing, and I said, "As a drug prevention educator, until you can give me an alternative program that is as good or better, don't call me." And that's when these groups got together and they told me they were working on this thing.

LEG. ALDEN:
When was that -- the package, when was the finished product given to you, because it was never given to me.

CHAIRMAN EDDINGTON:
It was never -- actually, I could talk later, but I'll just answer you, that I had made some recommendations, and one of them was to get groups of six Legislators, and before this is even thought of, to explain it to each one. The implementation that I recommended based on my background as a social worker was not followed.

LEG. ALDEN:
Okay. Commissioner, did you participate in the budget process that went on until the budget vote, which was November 7 or 8 or 9th of this year? So for the -- I guess it was about three, four months that we actually went through the whole budget for '08. Did you participate in that? Were you able to present what your needs were for the Department?

COMMISSIONER DORMER:
Yes, and we --

LEG. ALDEN:
And you were satisfied with what our budget actually put in place?

COMMISSIONER DORMER:
Yeah.

LEG. ALDEN:
Okay.

COMMISSIONER DORMER:
We can --

LEG. ALDEN:
What do you have planned for the -- because now you're reducing the number of officers that were in DARE from 26, I believe, to 10; is that correct?

COMMISSIONER DORMER:
No. When we came onboard in 2004, there were 26 officers assigned to DARE.

LEG. ALDEN:
Okay.

COMMISSIONER DORMER:
As we speak today, there are 21 officers in DARE.

LEG. ALDEN:
For '07?

COMMISSIONER DORMER:
I'm sorry, yes.

LEG. ALDEN:
For '07, okay.

COMMISSIONER DORMER:
Today there are 21, unless it changed in the last day or two. And we are going to reduce that to 10 full-time officers. The 21 officers are not full-time, they still do patrol work, but we're going to assign the 10 officers to full-time drug reduction and other issue duties in the schools.

LEG. ALDEN:
The 21 that are there now, they're not full-time DARE officers, is that correct, they do patrol also?

COMMISSIONER DORMER:
No. They do patrol work, yeah.

LEG. ALDEN:
Okay.

COMMISSIONER DORMER:
We require that they do patrol work.

LEG. ALDEN:
So what is your plan for the -- the reduction is 10 or 11. What's your plan for those officers, to just move them into full-time patrol?

COMMISSIONER DORMER:
Yes, they're going back into sector cars.

LEG. ALDEN:
Okay. But your budget for '08 and your request for '08 led us to believe, as Legislators, that the DARE Program was fully funded and fully manned, no changes. You did not, to my knowledge, and I worked on the committee, the Working Committee, to my knowledge, there was never a communication between you and our Budget Committee or the Legislature that stated that, "I am going to make a major change in personnel and move these officers out of the DARE Program and back into patrol," because I believe you did say that, on numerous occasions, that you had more than enough officers on patrol. Because, again, we had to use that information that we got from you to deliberate whether we were going to have a class of officers, and what size that class of officers would be, based on what your recommendations to us would have been.

COMMISSIONER DORMER:
Well, I should say, and I'm glad that you mentioned it, we do have more cops on the street today than we did --

LEG. ALDEN:
More than we need, right?

COMMISSIONER DORMER:
No. Well, if I may, please.

LEG. ALDEN:

Oh, sorry, sure.

COMMISSIONER DORMER:
We have more officers on the street today than we did in 2004. When I say "the street", I mean sector car operation, responding to 911 calls. On a day like today, we have more cops on the street than we did in 2004. We think that's a good thing.

LEG. ALDEN:
Do we have more sworn officers than we had in 2004?

COMMISSIONER DORMER:
No, we don't.

LEG. ALDEN:
Okay.

COMMISSIONER DORMER:
We have reduced the number of sworn officers, but increased the number on the street.

LEG. ALDEN:
Okay. And that's one of the things that I've been asking you to provide to me, some documentation of that, but that's a different story for a different day.

MR. ZWIRN:
I'm looking for the letter that you sent.

COMMISSIONER DORMER:
Yeah. If I may, I have -- you can't find the letter that you allegedly sent to me requesting that information.

LEG. ALDEN:
Oh, you know what, though, you're right, but I did put it on the record, and I asked you, I said, "Please respond in writing." After you told me to put it in writing, I said, "Please take this as a request to put it in writing, Mr. Commissioner, these questions."

MR. ZWIRN:
That's not what you said.

LEG. ALDEN:
And I can give you the transcript.

MR. ZWIRN:
That's not what you said.

LEG. ALDEN:
It's more than available, if you want that transcript. And that's more then three years ago, sir.

MR. ZWIRN:
You said you sent a letter.

LEG. ALDEN:
So you didn't respond to me, So I feel a little bad about that.

COMMISSIONER DORMER,
If I may, Mr. -- If I may, Mr. Chair, it has nothing to do with DARE, but I never received --

LEG. ALDEN:
No, but you brought it up, sir.

COMMISSIONER DORMER:
I never received a letter requesting any information. And I should correct you, I did not bring up the letter, you did. I never received a letter --

LEG. ALDEN:
I did?

COMMISSIONER DORMER:
-- from Legislator Alden requesting information on staffing levels. I asked him, through my Inspector yesterday, "Could you, please, give us a copy of that letter?"

MR. ZWIRN:
We're still waiting.

COMMISSIONER DORMER:
He doesn't have the letter. Now I think that that's very interesting. If he does find the letter, please forward it to me. And the request for information yesterday via phone is being worked on as we speak.

LEG. ALDEN:
Mr. Commissioner, let me just -- with all due respect, let's go -- because you opened this door, now we're going to have to just pursue it for a minute.

CHAIRMAN EDDINGTON:
Yeah, Legislator -- wait, wait.

LEG. ALDEN:
If there is no letter --

CHAIRMAN EDDINGTON:
Legislator, let me just stop you for a second. It is very apparent that the communication between Legislators and Commissioners has been breaking down. We have to look at the --

LEG. ALDEN:
It's nonexistent.

CHAIRMAN EDDINGTON:
Well -- or however you want to phrase it. I think we can all give examples. I want to move from here. That's another issue that we're going to have to deal with. When a Legislator asks for it verbally, I don't want it to have to be followed up with a letter, and that's what I'm starting to hear. So let's have a meeting and discuss the communication we need to have.

LEG. ALDEN:
Good, I appreciate that. And I'll get my documentation over to your office and then you can pursue it where on the record, and it's three years ago, I asked for certain staffing information and was -- it was never provided to my office. But moving on that, moving on from that position, this is actually where the cart is before the horse. Commissioner, when did you actually pull the trigger on the DARE Program, when did you eliminate it; what date, approximately?

COMMISSIONER DORMER:
Well, when I wrote a letter to DARE, Incorporated, and I'll give you the date that I wrote the letter, if you --

LEG. ALDEN:
Yeah, because they testified that --

COMMISSIONER DORMER:
Which was December 3rd, dated December 3rd, to the President of DARE International, advising him that we were discontinuing our relationship.

LEG. ALDEN:
Of this year, right?

COMMISSIONER DORMER:
Yes.

LEG. ALDEN:
Okay. And when were you going to come, because I consider this a major policy issue, when were you going to come and present to the Legislature your major policy shift for the DARE Program in Suffolk County, because it's already accomplished. DARE no longer exists in Suffolk County by a stroke of your executive action. And when did you present that to the Suffolk County Executive, Steve Levy? That would be the other question.

COMMISSIONER DORMER:
Well, that's a number of questions.

LEG. ALDEN:
Yeah.

COMMISSIONER DORMER:
But let me get my paper here with when they were notified. Okay. On Thursday, November 15th, Legislator -- I have the list here -- Alden was notified at 1425 hours, which in military parlance is 2:25, that we were discontinuing the DARE Program. This was --

LEG. ALDEN:
And then by what method?

COMMISSIONER DORMER:
This was communicated -- I have Chief Moore here, he's the one that communicated it. How did you communicate it to the Legislator, Bob? Sorry to bring you into this, Bob.

MR. MOORE:
Me, too. Good morning Ladies and Gentlemen. Afternoon. I spoke to Warren in your office by telephone, and I also sent him a copy of the chart that compared DARE to Health Smart and to Enhanced Health Smart. I then invited him to, you know, take a look at it, and if he had any questions, to give me a call, or you, and I believe you called later that afternoon.

LEG. ALDEN:
Absolutely. And what were you -- as far as your information to me was that DARE has been discontinued.

MR. MOORE:
Yes.

LEG. ALDEN:
Isn't that what you said to me?

MR. MOORE:

Yes.

LEG. ALDEN:
Yes. You didn't ask for my input as far as whether DARE should be discontinued, whether DARE should be changed, whether DARE should be incorporated into Health Smart, or anything like that, your information to me was very specific, DARE has been discontinued.

MR. MOORE:
Yes.

LEG. ALDEN:
Thank you.

CHAIRMAN EDDINGTON:
Is there any other questions? Legislator Mystal.

LEG. MYSTAL:
This is for Dr. Laria.

DR. LARIA:
Yes.

LEG. MYSTAL:
You're back up. Just as an expert, I think, you know, you have been called an expert in the educational field, I just want to ask you a simple question, and pose a simple theory to you. District A, District B, okay, which I happen to have two districts in my -- everybody have at least two districts in their Legislative District. District A has a low level of drug use that we know of, and District B, has a higher level of drug use that we know of. Now, District A has high income families, good parenting, good teachers, good skills, and I reiterate, has high level of income, good teachers, lots of money to spend, and low level drug use. District B has the opposite. But, you know, they have low income families, they have single family homes, and they have -- but they both have DARE. Now, to which group do we assign the low -- either low or high level of drug use in the district? Do we assign it to the parents? Do we assign it to the teachers? Do we assign it to the administration? To which group, or is it a combination of all those things that makes drug use more prevalent in one district than the other?

DR. LARIA:
I believe that it's all of the above.

LEG. MYSTAL:
All of the above.

DR. LARIA:
I believe that drug use and abuse in our society is cultural and it knows no boundaries, it knows no socioeconomic boundaries.

LEG. MYSTAL:
Okay.

DR. LARIA:
In fact, there are some studies that show that drug usage in more affluent communities is higher because of access --

LEG. MYSTAL:
To money.

DR. LARIA:
Yes. So I think it's all of the above.

LEG. MYSTAL:
That's the point I was driving to. I was trying to drive to, because somehow everybody resisting the separate concept of trying to try something new, because, as far as I know, the DARE Program has not worked to what it was supposed to do. You know, it may have worked in certain areas, but, in general, DARE itself, as a program, if you remove all the other components we just talked about, you know, all the cultural componentS, the money and everything like that, if you take the program as a single entity and as a stand-alone entity, that's what our concern should be. As a stand-alone entity, the DARE Program has not worked.

So what is the resistance, I'm trying to find out. What is the resistance in trying something else that might work, not that this will work, but that might work better than DARE? And if it doesn't work, maybe we find another, formula. Because we've been trying formula since the 60's in terms of drug resistance. You know, we had the great, you know, "Just Say No", which never worked. So, if we keep trying something, maybe one of these days we'll hit on something. Or is it a question of people get habituated to a program that they liked, it makes them feel good, but it doesn't do anything, but we want to keep it any way?

CHAIRMAN EDDINGTON:
Could you just say yes and we can move on? Go ahead, Doctor.

CHAIRMAN EDDINGTON:
Go ahead, Doctor.

DR. LARIA:
Yes, sir.

LEG. MYSTAL:
Thanks, thanks.

CHAIRMAN EDDINGTON:
Did you get your question answered?

LEG. MYSTAL:
That's all right.

CHAIRMAN EDDINGTON:
Okay. All right. Did you --

LEG. LOSQUADRO:
I just want to follow up and say, in the expert opinion of the educators, no program is meant to stand on its own; is that correct? Every -- for any program in a school to be a success, it must be integrated into the overall curriculum; would you agree with that?

DR. LARIA:
I would agree with that.

LEG. LOSQUADRO:
Thank you.

DR. LARIA:
And that was the point I was trying to make.

CHAIRMAN EDDINGTON:
No. Thank you. That was, yeah, good.

LEG. LOSQUADRO:
No, no, I understand, but it's very difficult to say, if we take something out, does it stand on its own? I don't think any program educationally can stand on its own, it must be part of the overall integration into the curriculum. So I just want your opinion.

DR. LARIA:
Yeah.

LEG. LOSQUADRO:
-- and you said, yes, that it's important that any program be integrated into the entire curriculum.

DR. LARIA:
Yeah. And, Legislator Losquadro, that's my point when I made --

LEG. LOSQUADRO:
I know it was your point, I just wanted to clarify something.

DR. LARIA:
Yeah, but it's --

LEG. LOSQUADRO:
That's fine, Dr. Laria.

LEG. MYSTAL:
That is my point.

DR. LARIA:
But it's important that --

CHAIRMAN EDDINGTON:
Dr. Laria, the Legislator is --

LEG. LOSQUADRO:
I'm satisfied.

CHAIRMAN EDDINGTON:
-- feels satisfied, so okay. Then why don't we go to the agenda, and I would like to make a motion to take ***IR 2215 --***

LEG. CARACAPPA:
Second.

CHAIRMAN EDDINGTON:
-- out of order.

LEG. LOSQUADRO:
Second.

LEG. CARACAPPA:
And on the motion.

LEG. MYSTAL:

So moved.

CHAIRMAN EDDINGTON:
And I'm going to make a -- so moved? Okay. Right? Do I have a first? I'll make the motion. Who's the second?

LEG. MYSTAL:
Second.

CHAIRMAN EDDINGTON:
Second, Legislator Mystal. Okay. And I'd like to make a motion to table.

LEG. MYSTAL:
Second.

LEG. LOSQUADRO:
Did we call the vote to take it out of order?

CHAIRMAN EDDINGTON:
I'm sorry, you're right. On the motion to take it out of order, all those in favor? Opposed? Abstentions? Okay. ***(Vote: 7-0-0-0)***

IR 2215, To establish a policy for continuing DARE Program in Suffolk County. (Alden)
And I will make a motion to table.

LEG. LOSQUADRO:
Motion to approve.

LEG. MYSTAL:
Motion to table as second.

CHAIRMAN EDDINGTON:
Motion to table, the second by Legislator Mystal.

LEG. ALDEN:
On the motion.

LEG. CARACAPPA:
I second.

CHAIRMAN EDDINGTON:
Legislator Losquadro, to approve.

LEG. CARACAPPA:
I make the second to approve. Obviously, tabling takes precedence.

CHAIRMAN EDDINGTON:
Thank you. And on the motion, Legislator Caracappa.

LEG. CARACAPPA:
Thank you very much, Mr. Chairman. It's getting late and it's snowing out, I want to get everybody home. I'd just like to thank the panel for coming, again.

And early on, there was a lot of confusion, especially on my part, trying to decide for all that what was being given to us, Health Smart, Enhanced Health Smart. So, in that confusion, it got a little

heated two weeks ago, so, for that, I apologize. And I -- after doing a lot of reading about it and hearing more about it today, an excellent presentation I might add, Health Smart is fantastic, and it's in place. Obviously, it's something everyone's -- educators are agreeing with and they want to put in place, and it's going to be put in place in a lot of school districts and it's ready to roll. But, at this point, combining the two, the Enhanced is obviously a mistake, and for a whole host of reasons.

The Police component of Enhanced is, with all due respect to the Police Department, it's rather shaky, the point at where you're at. And all we've really have gotten in a whole host of questioning is a bunch of hodgepodge of facts that at some points just don't fit.

On top of that, Legislator Browning brought up a good point, and this is happening in my school districts as well. A lot of schools don't know what's going on. And I'm not even talking about the P.T.A.'s and the parents, I'm talking about the administrators and the school boards. And the ones that are aware of it, they're at odds with each other in some instances. How do we move forward with an enhanced program to replace DARE when school districts aren't even ready for it, don't even know about it, and are completely at odds?

The assembly aspect of it, the enhanced part, as Legislator Viloria-Fisher said eloquently, and I think Legislator Nowick said through her "wah, wah, wah" comments, I think that's the point Legislator Fisher was making as an educator, it's the worst type of teaching environment is doing it through an assembly fashion. And then taking the cops out of the school -- out of the classroom, the DARE cop themselves, you all know how I feel. One of the DARE lessons that we all hear about on how to say no, is broken record, and I'm going to keep this broken record going. Taking the police out of the classroom, ending DARE as we know it will have dramatic effects on the children of Suffolk County for years to come.

I also want to say, DARE isn't as rigid, even though it's copyrighted, DARE is not as rigid as has been portrayed by the Police Department. The Police and DARE go through constant training. They are always being updated. They are talking about cyber problems and computer crime and sexual predators nowadays. They are not the 1975 curriculum approach that's being told to us by the Police Department, They are up to the times. Yes, the curriculum could be changed, The curriculum will always be updated. And our DARE officers are the best and they go for constant training, as we heard from DARE America. If they weren't up to speed, they'd be discredited as -- we'd be discredited as a County.

The bottom line is, we're not ready to do Enhanced. Maybe six months down the road the Police may have their act together and make a case to this Legislature that it's ready to go, but I think the case has been perfectly made, and very clear at this point in time, it's not even close. And how can we, as elected officials, just rubber-stamp a program that is so important to our constituents, so important to children's safety, when it's not ready?

That's why the bill, the way it's been amended, and those of you who don't know it's been amended, at least keeps the DARE Program in place to the end of the year, so that you can have a much more informed debate as the year goes on, after the school year and into the summer, about how this can work and truly have an enhanced learning tool in our schools.

Again, I want to thank the panel, I want to thank BOCES, and I think your program is great, as I said. But, obviously, I'm supporting -- I will support the resolution, I'm a cosponsor. I'll be voting against this tabling motion, and I think everyone else should as well.

CHAIRMAN EDDINGTON:
The other sponsor, Legislator Alden.

LEG. ALDEN:
I would -- again, I'd like to thank everybody that came down and testified today. Whether I agree with what you said or don't agree with what you said, I really believe in an open and democratic

process. And I feel a little bit bad that this open and democratic process was not followed before the decision was made to end the DARE Program.

So my first plea would be to Commissioner Dormer, because he actually, at this point in time, holds the power to do this on his own, to rescind your order that eliminated DARE. Let's take a look at it when the new Legislature is sworn in in January. Let's do a full evaluation. Let's invite the public down. Let's make sure that everyone knows where we're going with it, that everybody realizes that there maybe should be some kind of changes, but at least that there's going to be an investigation into it, and then we can go on and do something during the year. And, if it's follow-up on your recommendation, or whether it's just to continue DARE, if we can get a better product, that's fine and I'm all for it. If DARE doesn't work and it can be shown that it absolutely does not work and that the new product will work, then I would more than be happy to support that. But I would ask that it be more of an open discussion where everyone is informed prior to and not a rushed situation like this. So, if, Commissioner Dormer, you could find it in your heart to do something like that, just extend the DARE Program.

And the fairness argument that I would make is school districts, they have a different year then we have. Our budget and our year starts in January and runs through to December 31st, whereas the school, they put their programs together and they put their budget together to start in usually late August or September and run through somewhere in the May-to-June range.

So I would just -- I would implore you to, you know, extend that courtesy. Let's continue this debate, because I think it's a very healthy thing that we're doing right now. We're debating to try to make the best environment for our kids and for the future generations, and that's what our job is. And that's why we were elected and that's why we ran for office, because we want to make an impact and we want to make that kind of a contribution.

And then to my fellow Legislators, if you table this or kill it, you're killing DARE, and there won't anymore debate on it, or that there will be more debate, because I hope to champion that going forward. But for those kids that are in 5th grade right now and they saw their brothers and sisters or other members of their schools go through the DARE Program between September, and I'm going to a graduation, I think it's next week, or a couple of them, the other kids in those schools saw those -- their fellow students graduate and see this DARE Program, they're not to going to have that opportunity. And when they entered school in September, they thought that they would have that opportunity.

And something like this, I would just say that next time, we really should do this. If we're to make a making or policy change, this can be incorporated in the budget, because, obviously, it's a budget matter. When you're reassigning police officers to full-time patrol and away from their part-time duties as DARE officers, that is a budgetary consideration. And those are some things that I believe that we, as Legislators, should have a lot more input into, not after the fact, but when we're deciding what policy should be.

So I would also call upon my Legislators to not support a tabling motion. Let's act on this, let's allow those school districts to continue the DARE Program, at least to the end of their school year, and then we can continue this debate. And if we have to make a major change, I'm going to be there with you debating the issue and being fully informed before we actually make that change, though. And thank you.

And I just want to make it clear, thanks to the Committee. Thank you, Legislator Eddington, for even allowing me to speak, because I'm not a member of the committee. And thank you very much for your consideration.

CHAIRMAN EDDINGTON:
Legislator Losquadro.

LEG. LOSQUADRO:
Thank you. And I'll just follow-up on some of the comments from Legislator Caracappa and Legislator Alden. I've been working with them on this, and I was very pleased to see the amendment to the bill, which does read that the DARE Program will be continued through the 2000 -- the end of the 2007, 2008 school year, which I pointed out in the last committee meeting, I referred to it again today, I think this is absolutely critical that we recognize what it means to put an additional burden onto a school district in the middle of a school year when their curriculum is already established. This is not something to be taken lightly. I think it is something that -- and, you know, I certainly expressed some frustration today and two weeks ago at the committee meeting about the lack of information that's been forthcoming, and I feel the same way. I do not feel that anyone who's going to be impacted by this, be it the school districts, be it the East End departments, be it Legislator Mystal, who's having some other conversation --

LEG. MYSTAL:
Oh, I'm sorry.

LEG. LOSQUADRO:
-- hasn't been really well informed on this issue at all. Like I said, I contacted all my school districts, and the letter, dated November 14th, which didn't reference when this was going to start, was the first contact that they had on this.

I really feel that it is prudent that we, as another level of government, do not do something like this or allow something like this to take place in what the school districts are viewing as a very arbitrary manner in the middle of a school year. We have a responsibility here to make sure that this is implemented across the County, as is the desire, and I think that is, as I pointed out before, a very laudable goal. So we have the opportunity throughout the winter and the spring and over the summer to work with the school districts, to work with the East End Police Department, to make sure that we are putting forward the best possible program, be it what has been presented to us in Enhanced Health Smart, be it a different modification of the DARE Program. I don't know what it is, but that's the point. There has not been enough information forthcoming about what is going to happen moving forward come the end of January, and it is now December 13th.

I implore you, move forward with this bill. Move it out of committee, even if you don't -- even if you don't want to have a lengthy discussion at the next meeting and you think this will quell it, I promise you it won't. I think it is very important to move this out of committee and have this in front of the full Legislature to vote on this, and give the districts that are going to be impacted and the East End police departments that are going to be impacted a chance to have a period of time to adjust to this, at least through the end of this school year. That's what this bill will accomplish. You can agree, you can disagree on the effectiveness of DARE, and we've heard conflicting statements, and Mark Twain once said, "There's lies, there's damn lies, and there are statistics." You can make statistics say whatever you want, but the point is we need more time to evaluate this and that is what this bill will accomplish. Thank you.

CHAIRMAN EDDINGTON:
Legislator Mystal.

LEG. MYSTAL:
Just a point of personal -- Legislator Losquadro, just because I disagree with the point -- your point of view does not mean I'm uniformed or not -- misinformed.

LEG. LOSQUADRO:
Oh, no, you were talking to someone, I was just trying to get you to pay attention.

LEG. MYSTAL:
Okay. Well, you got my attention. I think I have much more -- a longer relationship with DARE than you have. And I think I know about it a lot. And, as a matter of fact, I did call all of my

Superintendents, and every one of them in my district, and we were just talking about, you know, how many phone calls did we get about DARE being terminated. I think, Legislator Horsley, you said you got one? I got zero. Did you get any?

LEG. BROWNING:
(Shook head no)

LEG. MYSTAL:
Zero.

LEG. CARACAPPA:
I got a ton.

LEG. LOSQUADRO:
I got a ton.

LEG. MYSTAL:
Okay. You got a ton. Okay, again --

CHAIRMAN EDDINGTON:
Okay.

LEG. LOSQUADRO:
E-mails, phone calls.

LEG. MYSTAL:
Okay, again. Again -- no. You mean, your --

LEG. CARACAPPA:
E-mails.

LEG. MYSTAL:
The people in your district are more informed then people in my district now, So therefore, nobody knew about it. If they knew about it in your district, what makes you think they didn't know about it in my district?

What I'm saying to you is that, see, somehow, when you disagree, then I'm misinformed or uninformed, or your residents are more informed, that's why they call you, and my constituents are less informed, that's why they didn't call me. You know, it is not --

LEG. LOSQUADRO:
Legislator Mystal, I don't mean to cut you off, but if you misinterpreted that I meant the uninformed part directly at you, you're mistaken.

LEG. MYSTAL:
Oh, okay.

LEG. LOSQUADRO:
No. I was just trying to get your attention, because you were having a side conversation. I was making a general statement --

CHAIRMAN EDDINGTON:
You know what, I appreciate --

LEG. LOSQUADRO:

-- about people being uninformed on this process.

CHAIRMAN EDDINGTON:
You know what, Legislator Losquadro, let me just say this. It was a poor form of communication, because it wasn't clear and precise, and you've clarified it now. So, legislator Nowick.

LEG. NOWICK:
He's so good. Just quickly, to those of you that are thinking of tabling this, if we could just -- I'm hearing one person say, "My children think DARE is useless." I did some research. Some children think it was good. My best friend is a teacher, she thinks it's great. This teacher doesn't think it's great. This man thinks it's good, this man thinks it's not. The DARE representative says it's the best, the other representative says it's the worst. So, obviously, everything is conflicting.

How about -- I mean, I can't imagine it would hurt if we did continue DARE from January to June and Health Smart, because this could only help our children. And, therefore, we have a few months perhaps to call in drug advocacy groups and all of the different experts in the drug and alcohol field, which I haven't heard anything from, and maybe we can get some testimony on the record, and maybe -- how could it hurt? Deal or no deal?

CHAIRMAN EDDINGTON:
Well -- and I would like to, on the, motion add, and I, obviously, don't have a background as an attorney, or in the insurance industry, or in government, but I do have a background in drug prevention and education, 28 years, as I mentioned prior to this. And, as I've listened to all of this, I hear it coming down to four options, and two of the options were given by Legislator Alden. We can continue DARE until the Legislature decides to terminate it, or the latest one is we can continue it until September '08, the new school year. And I see two others. We can suspend DARE, the DARE Program now and immediately implement this program we're talking about, or we can suspend DARE now and wait until September to implement whatever program we find.

I, as a Legislator, with my limited background, am not willing to fund a program that has questionable success. In fact, the research came out, it's not new, it came out in 1986 that a one-shot targeted approach is not effective. Now, I have supported DARE forever, because something is better than nothing. But when you're telling me that this could be more effective, I'm not -- in an economy that we're looking at for the next year, I'm not willing to spend money on something that I'm hearing backs the research. It's hard to get research on prevention, it's very hard, but when I'm hearing from many experts that the same thing for twenty years that that's not the best approach, I'm willing to look for a better approach, and that's my explanation of why I've asked for the tabling motion. Okay. Then, on the motion we have a second to table. All those in favor?

LEG. LOSQUADRO:
Roll call.

CHAIRMAN EDDINGTON:
Okay. Let's do a roll call.

(ROLL CALLED BY RENEE ORTIZ, CHIEF DEPUTY CLERK)

CHAIRMAN EDDINGTON:
Yes to table.

LEG. MYSTAL:
Yes.

LEG. NOWICK:
No.

LEG. LOSQUADRO:
No.

LEG. HORSLEY:
Yes.

LEG. CARACAPPA:
No.

LEG. BROWNING:
Yes.

MS. ORTIZ:
It's three.

CHAIRMAN EDDINGTON:
Okay. So the motion carries.

MS. ORTIZ:
I'm sorry, it's four. ***(VOTE: Tabled 4-3-0-0 Opposed: Legislators Caracappa, Losquadro, Nowick)***

CHAIRMAN EDDINGTON:
Okay. Let's go to **IR 1749, Requiring all Peace Officer training to be conducted by the Suffolk County Sheriff. (Eddington)** I make a motion to table. Second?

COMMISSIONER DORMER:
Mr. Chair, if I could, please. Before you vote on the motion, I think this is Legislator Caracappa's last day with Public Safety, I would like to say thank you to him for all his support to public safety, to the Police Department, and to me personally throughout the years. And we wish him luck, Godspeed and the best of health. Thank you, Joe. And thank you, Mr. Chair, for allowing me to say that.

CHAIRMAN EDDINGTON:
You took my thunder. But I guess you're leaving and we're staying, I guess, that's the answer here.

COMMISSIONER DORMER:
Well, I have to get out now and make sure the roads are clear for you guys to get home.

LEG. CARACAPPA:
Mr. Chairman, point of personal privilege.

CHAIRMAN EDDINGTON:
Go right ahead.

LEG. CARACAPPA.
I'd just like to thank the Police Department, the current administration. Commissioner, Chief, you've been great. The entire Police Department's been great to me over the last 13 years. It's been an honor and a privilege to work with the men and women of the Suffolk County Police Department and all areas of public safety. You are the nation's best, and we're so very proud of you, and I'm very proud of our relationship together. God bless you.

CHAIRMAN EDDINGTON:
And thank you, everybody, for your presentations. Okay. So I have a motion to table ***IR 1749,***

second by Legislator Mystal. All those in favor? Opposed? Abstentions? ***(Vote: Tabled 7-0-0-0)***

IR 1978, Establishing a Sex Offender Alert Program. (Browning)

LEG. BROWNING:
Motion to table.

CHAIRMAN EDDINGTON:
Motion to table by the sponsor, Legislator Browning, and second by Legislator Mystal. All those in favor? Opposed? Abstentions?
(Vote: Tabled 7-0-0-0)

IR 2064, A Charter Law to expand sex offender notification requirements to include public libraries. (Browning)

LEG. BROWNING:
Motion to table.

CHAIRMAN EDDINGTON:
Motion to table by Legislator Browning, I'll second that. All those in favor? Opposed? Abstentions?
(Vote: Tabled 7-0-0-0)

Introductory Resolution 2241 - Amending the Capital -- the 2007 Capital Budget and Program and providing -- appropriating funds in connection with the speed feedback display signs for County Road 50, in connection with the purchase of speed indicator signs (CP 3100). (Horsley)

LEG. HORSLEY:
Yes, motion to approve.

CHAIRMAN EDDINGTON:
Motion to approve by Legislator Horsley.

LEG. MYSTAL:
Second.

CHAIRMAN EDDINGTON:
Second by Legislator Mystal.

LEG. CARACAPPA:
On the motion.

CHAIRMAN EDDINGTON:
All those in favor.

LEG. CARACAPPA:
On the motion.

CHAIRMAN EDDINGTON:
On the motion.

LEG. CARACAPPA.
What's the amount, George?

MR. NOLAN:
It's adding $20,000 to the purchase of speed indicator signs. The offset, the $20,000, is coming

from 1755 infrastructure improvements for traffic and public safety and public health.

CHAIRMAN EDDINGTON:
Okay. I have a motion and a second, I believe? Okay. All those in favor? Opposed? Abstentions? ***(Vote: Approved 7-0-0-0)***

IR 2253 - Accepting and appropriating a grant in the amount of $609,650 from the New York State Office of Homeland Security for the Law Enforcement Terrorism Prevention Program (LETPP FFY2007) with 100% support. (Co. Exec. Levy)

LEG. LOSQUADRO:
Motion to approve and place on the consent calendar.

CHAIRMAN EDDINGTON:
Motion to approve and put on the consent calendar by Legislator Losquadro, second by Legislator Browning. All those in favor? Opposed? Abstentions? ***(Vote: Approved 7-0-0-0)***

IR 2265, Amending the 2007 Capital Budget and Program and appropriating funds in connection with the improvements to the County Correctional Facility (C-141, Riverhead) (CP 3014). (Co. Exec. Levy) Why don't you just give us a rundown, George, so --

LEG. CARACAPPA:
What's the offset? That's all I need to know.

MR. NOLAN:
The offset is from 6411 infrastructure improvements for workforce housing.

LEG. CARACAPPA:
Thank you.

CHAIRMAN EDDINGTON:
Okay, then. All those -- I have a motion. Motion by Legislator Browning, second by -- no. Actually, I think Legislator Losquadro made the motion, no?

LEG. LOSQUADRO:
(Shook head no.)

CHAIRMAN EDDINGTON:
Okay. Legislator Browning made the motion, and second by Legislator Mystal. All those in favor? Opposed? Abstentions? ***(Vote: Approved 7-0-0-0)***

IR 2273 - Accepting and appropriating equipment and supplies through a grant from the New York State Governor's Traffic Safety Committee Grant (GTSC FFY2008) TraCS (Traffic and Criminal Software) Program to support a Sheriff's Traffic Safety Initiative. (Co. Exec. Levy)

LEG. LOSQUADRO:
Mr. Chairman, to the -- to Counsel, this doesn't say 100% support, but is this something -- if it's no cost to the County, can it go on the Consent Calendar?

MR. NOLAN:
Yes.

LEG. LOSQUADRO:
So, motion to approve and place on the Consent Calendar.

CHAIRMAN EDDINGTON:
Motion to approve and go on the consent calendar by Legislator Losquadro, second by Legislator Browning. All those in favor? Opposed? Abstentions? ***(Vote: Approved 7-0-0-0)***

IR 2291, Accepting and appropriating a grant in the amount of $721,000 *-- I think -- it doesn't say it in my book, thousand, but I'm sure that's what it's supposed to be --* ***from the New York State Department of Transportation for the LIE/HOV Enforcement Program in Suffolk County with 100% support. (Co. Exec. Levy)****.*

LEG. LOSQUADRO:
Same motion.

LEG. MYSTAL:
Motion to approve, Consent Calendar.

CHAIRMAN EDDINGTON:
Okay. By Legislator Mystal, Motion to approve and put on the Consent Calendar, second by Legislator Browning. All those in favor? Opposed? Abstentions? ***(Vote: Approved 7-0-0-0)***

That's the end of it, I'll take a motion to adjourn, Legislator Mystal.

LEG. CARACAPPA:
I'll be happy to make that motion, Mr. Chairman.

CHAIRMAN EDDINGTON:
And Legislator -- yes, Legislator Caracappa. And thank you for your service.

LEG. CARACAPPA:
Thank you. You made a great Chairman this year.

CHAIRMAN EDDINGTON:
Get home safe.

LEG. CARACAPPA:
I just want to say, you've done a great job as Public Safety Chair, along with the entire Committee, and should be applauded for that.

CHAIRMAN EDDINGTON:
Thank you. That means a lot.

LEG. CARACAPPA.
You had a great year.

CHAIRMAN EDDINGTON:
Thank you.

(Applause)

(*THE MEETING WAS ADJOURNED AT 1:19 P.M.*)

{ } DENOTES SPELLED PHONETICALLY