

FILED
MAY 30 2013
KADE HOLLIDAY
COUNTY & PROBATE COURT CLERK

Quorum Court Minutes

05/28/2013

AGENDA
CRAIGHEAD COUNTY QUORUM COURT MEETING
May 28, 2013
7:00 p.m.

REMINDER

This meeting will be Tuesday, May 28, 2013 due to the Memorial Day Holiday. Elected Officials and Quorum Court members will meet prior to the regular meeting at 6:00 p.m. for open discussion .

OPENING PRAYER

Judge Hill will brief the full court on any updates or information concerning any ongoing projects or business.

- I. Roll Call
- II. Approval of minutes; April, 2013 meetings.
- III. Committee Reports:
 - a. Public Service Committee Report
 - b. Finance and Administration Committee Report
 - c. Roads and Transportation Committee Report
- IV. Old Business:

None
- V. New Business:

None

May 28, 2013 Quorum Court Meeting

11 Justices of the Peace present. Justice **Jim Bryant** was absent.

Judge **Ed Hill** called the meeting to order.

Justice **Ken Stacks** moved to approve the minutes of the prior meeting, it was seconded by Justice **Barbara Weinstock**. The minutes were approved by voice vote 11-0.

Justice **Fred Bowers** reported on the Public Service Committee meeting held on May 13 – *Appendix 1*.

Justice **Bob Blankenship** reported on the Finance Committee meeting held on May 13 – *Appendix 2*.

Justice **Mike Hawkins** reported on the Road Committee meeting held on May 13 – *Appendix 3*. Also distributed to the Court was a report from the City of Jonesboro on animal control – *Appendix 4*.

The Court discussed the Juvenile Court funding a literacy program. **Mary Margaret Scholtens** spoke in support of the program and also distributed an information packet about literacy – *Appendix 5*. Circuit Judge **Barbara Halsey** and Circuit Judge **Cindy Thyer** were also present in support of the program.

The Court discussed the matter concerning County Road 460. Justice **Hawkins** suggested a packet be put together that outlines the proper manner to bring a road up to county road standards. **Hawkins** also noted that he felt the Court followed the proper procedure, but still expressed hope that they could do more. Justice **Stacks** suggested that banks and mortgage companies be made more aware of the county road policies.

Judge **Hill** announced the members of the committee formed to study the animal control problems in Craighead County. The committee consists of Justice **Hawkins** (Chairman), Justice **Josh Longmire**, Justice **Terry Couch**, **Larry Rogers** (Jonesboro Animal Control), **Tina Coots** (Humane Society), and Sheriff **Marty Boyd** (ex officio). Justice **Hawkins** indicated that the committee meeting will be held at 6 PM before the next full Quorum Court meeting.

Judge **Hill** also reported that the sand filler drain was going in at Bono Lake and the dam will be built on top of it. He said that dry weather had aided progress. Justice **Hawkins** also agreed that a lot of work was being done out there.

Justice **Weinstock** asked for an update on the Bono Bridge. Judge **Hill** said they were waiting for acquisition of the land to be completed.

Justice **Hawkins** moved to adjourn the meeting. The motion was seconded by Justice **Max Render**. Meeting was adjourned.

Craighead County Quorum Court Meeting
Public Service Committee
May 13, 2013

Public Service members assembled after full court business.

Brief discussion concerning the animal control problem in the county. Plans to form a committee to work with the City of Jonesboro is being discussed.

The Quorum Court and Elected Officials are encouraged to attend a meeting at 6:00 p.m., immediately before the next court meeting, which will be on Tuesday, May 28, 2013. This will allow discussion about various concerns that anyone may have.

Meeting adjourned at 8:50 p.m.

Appendix 1

Finance Committee Meeting

May 13, 2013

Finance Committee Members present: Chairman Bob Blankenship, Vice Chairman Jim Bryant, and Justices Kenny Hendrix, and Kevin Hoke.

Others present: Al Haines, Treasurer Terry McNatt, Collector Marsha Phillips, Teresa Presley, Juvenile Director Ashley Boles, Circuit Juvenile Judge Barbara Halsey, Dyslexia Training Representative Mary-Margaret Scholtens, and John Reeves.

The Finance Committee Members assembled at 7:30 PM after the full court meeting and discussed the following:

Ashley Boles, Juvenile Judge Barbara Halsey and Mary-Margaret Scholtens presented valuable information to the committee concerning a learning disability known as dyslexia that is prevalent in the Success School. Mr. Boles asked Committee consider funding up to \$10,000 for training of teachers employed at the Success School to help students with this learning disability. This funding would be from special revenue fund 3031 Juvenile Court Services and Supplies Fund. This fund is currently in use to help offset costs related to the Juvenile Probation Dept and may be used by authorization of the Juvenile Judges and the Quorum Court for related teacher training in accordance with Senate Bill 33 of 2013 and ACA 16-13-326. The Juvenile Judges unanimously agree that this training will be beneficial for the students and help offset costs to the Juvenile Probation Dept. Training costs will be approximately \$975 per teacher and will be conducted in Jonesboro at an accredited dyslexia therapy training program approved by the Department of Education. The Finance Committee unanimously agreed to support this funding request and will present this proposal to the full court for consideration. If approved by the full court, the additional funding will be appropriated in the clean-up ordinance, if necessary. The training expense invoices will be approved by the Juvenile Dept and processed through the normal accounts payable process. Area schools contract to Success School for services for special needs students.

Treasurer McNatt informed the committee that local sales tax collections are up by 3% over last year.

Reviewed revenue and expenditure reports for April 2013.

With no other business to be discussed, the Finance Committee stood adjourned at 8:15 PM.

Appendix 2

Craighead County Quorum Court Meeting
May 13, 2013
Roads and Transportation Committee

Members of the Roads and Transportation Committee assembled after the meeting of the full court. Members present included: Terry Couch, Mike Hawkins, Ray Kidd and Max Render. The following members of the Public Services Committee were also present: Fred Bowers, Josh Longmire, Ken Stacks, and Barbara Weinstock.

Others present included Charles Curtis, Waylon Harris—Jonesboro Sun, Judge Ed Hill, Ross and Sue Marlay, Eugene Neff—Road Superintendent, John Reeves, Larry Rogers—Jonesboro Animal Control, and Tony Thomas.

Justice Hawkins called the meeting to order and the following business was discussed:

1. Eugene Neff delivered his monthly road report (also distributed to the full court).
2. Neff also responded to an issue discussed in the meeting of the full court related to the paving of the private drive portion of CR 460 (4/10 of a mile). Neff indicated that improvements were needed to bring that section of the road into compliance with County road standards. Ditches and tiles are needed to improve drainage on the roadway and that residents are responsible for this cost. Charles Curtis indicated that those living in this area did not have the means to pay these expenses. It was also noted that this stretch of roadway was once a dead end, but has become a through street that is utilized by buses and the traveling public significantly. Chairman Hawkins indicated there is a current process determined to accept roads is the one that is followed. Ultimately it was agreed that Judge Hill and Neff would again meet with Mr. Curtis regarding this issue.
3. Larry Rogers address the committees and answered questions related to animal control situation in the County. He also provided a number of handouts with information for the committees. He reviewed current law and changes that have been enacted in the last few years. It was noted that current law does provide an avenue for protection of livestock by property owners. It was recommended continue dialogue with personnel from the City of Jonesboro (Mayor and Police

Chief) regarding cooperation between both entities about this matter. After extensive conversation, there was a unanimous vote by the committees to request Judge Hill form an ad hoc committee to investigate this matter further. (an audio recording of the full meeting is available for those interested in the detailed conversation from this meeting).

After moving into the normal committee structure, no other business was discussed.

Purpose of the JPD Animal Control Officer:

Protect: Protect both the welfare of the citizens and of the animals.

Assist: Any citizen in need or any animal in distress

Educate: Educate the citizen on the welfare and responsibility of being a good pet owner.
Educate our children in proper safety measures with animals.

Enforce: Enforce all City, State and Federal laws.

JPD ACO job functions;

1. Enforce all Animal Laws.
2. Investigate all alleged offenses of cruelty or mistreatment
3. Teach and provide programs in schools from Kindergarten through 12th grade.
4. Assist with nuisance wildlife
5. Pick up and shelter stray animals.
6. Give aid and medical assistance to animals in need.
7. Participate with our elderly in programs that benefits them and the animals.
8. Teach certified courses to Law Enforcement
9. Teach at BRTC and ASU on animal topics.
10. Have a program in place for victims of Domestic Violence to provide shelter for their pet.
11. Adopt animals and work with adoption facilities Nationwide.
12. Provide low cost spay/neuter clinics for citizens.
13. Provide low cost vaccination clinics for citizens
14. Protect the rights of citizens and the rights of the animal, safeguarding both citizen and animal

Animal Control Officers Training (JPD ACO)

JPD ACO go through a 4 week in house training school, State offers a 1 week program.

JPD ACO and Kennel Masters all are certified by the State of Arkansas and DEA as Euthanasia Technician.

JPD ACO and Kennel Masters are all NCIC/ACIC Certified.

JPD ACO are certified with Tranquilizing guns and several different narcotics

JPD ACO are certified with Shotgun in both lethal and less lethal

JPD ACO are certified with .22 Magnum Rifles

JPD ACO are trained as animal 1st responders

JPD ACO are trained to handle wildlife

JPD ACO are trained to recognize zoonotic disease and other medical issues

JPD ACO are trained Animal Cruelty Investigators

JPD ACO must go through a 1 hour class on animals and a 1 hour safety class monthly.

JPD ACO must go through the 40 hours yearly in service training with the Police Department.

JPD ACO is also part of the CALEA Certification.

JPD ACO has worked with the JPD Swat Team, DEA, U.S. Marshalls

JPD ACO host other cities and towns for training and certifications.

Animal Control Cost Estimate:

Animal Control Officer - \$27,069.00 x 34% (Benefits) = \$36272.46

Kennel Master - \$22,339.00 x 34% (Benefits) = \$29934.26

2080 hrs per year 40 hr work week.

Vehicle:

2013 Chevrolet King Cab V-8 4x4 = \$22987.00

Kennel Box = \$6500.00

Lights, sirens, striping and misc. = \$2500.00

Equipment to Outfit Animal Control Officer:

Uniforms

Boots

Vest

Coat/Rain Gear

Web Gear

Dart Gun

Shotgun

22 Mag.

Snake Tongs

Catch Poles

Misc. \$2500.00

Equipment to Outfit Kennel Master

Uniforms

Boots

Coat

Misc. \$1200.00

Total Amount per Animal Control Officer:

\$70759.46

Total Amount per Kennel Master:

\$31134.26

May Turn

Animal Control Statistics for 2006 to 2012

	2006	2007	2008	2009	2010	2011	2012
Complaints	2776	3662	4528	7864	10310	16265	16991
Incidents	36	44	58	85	79	84	83
Dog Bite	57	53	70	139	155	106	79
Welfare Investigation	257	291	521	899	887	1240	1018
Barking Complaints	45	77	42	106	105	125	96
Advised of Rights	429	740	946	3214	3513	8130	10891
Citations	212	1316	1420	786	574	2354	1207
Door Hanger (Warning)	357	363	402	333	273	422	800
Captured Dogs	1149	1305	1612	1718	1739	1787	1801
Captured Cats	35	86	141	161	124	253	132
Captured Wildlife	436	413	250	314	311	295	358
Adoptions	84	134	264	427	521	607	605
Euthanized	645	850	757	903	667	799	918
Miles Driven	84958	94527	102280	109298	91129	83003	87110

Correlation Between Literacy and Juvenile Delinquency:¹

<http://www.writeexpress.com/LearnToRead/research/literacystatistics.html>

1. Literacy statistics and juvenile court
85 percent of all juveniles who interface with the juvenile court system are functionally illiterate.
2. More than 60 percent of all prison inmates are functionally illiterate.
3. Penal institution records show that inmates have a 16% chance of returning to prison if they receive literacy help, as opposed to 70% who receive no help.

This equates to taxpayer costs of \$25,000 per year per inmate and nearly double that amount for juvenile offenders.

4. Illiteracy and crime are closely related. The Department of Justice states, "The link between academic failure and delinquency, violence, and crime is welded to reading failure." Over 70% of inmates in America's prisons cannot read above a fourth grade level.

5. Many of the USA ills are directly related to illiteracy. Just a few statistics:
Literacy is learned. Illiteracy is passed along by parents who cannot read or write.

6. One child in four grows up not knowing how to read.

7. 43% of adults at Level 1 literacy skill/s live in poverty compared to only 4% of those at Level 5

8. 3 out of 4 food stamp recipients perform in the lowest 2 literacy levels

9. 90% of welfare recipients are high school dropouts

10. 16 to 19 year old girls at the poverty level and below, with below average skills, are 6 times more likely to have out-of-wedlock children

than their reading counterparts.

11. Low literacy costs \$73 million per year in terms of direct health care costs. A recent study by Pfizer put the cost much higher.

12. --Within the criminal justice field, the question has often been asked: "What role does literacy play in crime?" According to the Bureau of Justice Statistics, up to "70% of the incarcerated population is believed to be illiterate in some jurisdictions" (1999).

--from: <http://www.howtolearn.com/2011/10/the-link-between-juvenile-delinquency-and-reading-problems>

13. To further compound our national reading problems, extensive research indicates that poorly developed visual skills are heavily correlated with *juvenile delinquency and reading problems*.

14. According to the most recent report issued by the National Center on Adult Literacy (NCAL), our nation's literacy levels are well below the standards we've set and the prison population is full of people who are illiterate or not reading even at functional levels. The NCAL report on prison literacy states:

15. 75 – 90% of juvenile offenders have learning disabilities

16. up to 50% of adult inmates are functionally illiterate

17. up to 90% of adult inmates are school drop-outs

18. --According to the latest dyslexia research from the National Institutes of Health, dyslexia affects 20 percent of Americans.

19. That's one out of every five children. According to NIH research, of those who are placed in special education for a learning disability, around 80 percent of those have dyslexia. Dyslexia is by far the most common learning disability.

NIH Results Released in 1994

20. These research results have been independently replicated and are now considered to be irrefutable.

- Dyslexia affects at least 1 out of every 5 children in the United States.
- Dyslexia represents the most common and prevalent of all known learning disabilities.
- Dyslexia is the most researched of all learning disabilities.
- Dyslexia affects as many boys as girls.
- Some forms of dyslexia are highly heritable.
- Dyslexia is the leading cause of reading failure and school dropouts in our nation.**
- Reading failure is the most commonly shared characteristic of juvenile justice offenders.**
- Dyslexia has been shown to be clearly related to neurophysiological differences in brain function. Dyslexic children display difficulty with the sound/symbol correspondences of our written code because of these differences in brain function.
- Early intervention is essential for this population.
- Dyslexia is identifiable, with 92% accuracy, at ages 5½ to 6½.
- Dyslexia is primarily due to linguistic deficits. We now know dyslexia is due to a difficulty processing language. It is not due to visual problems, and people with dyslexia do not see words or letters backwards.
- Reading failure caused by dyslexia is highly preventable through direct, explicit instruction in phonemic awareness.
- Children do not outgrow reading failure or dyslexia.
- Of children who display reading problems in the first grade, 74% will be poor readers in the ninth grade and into adulthood unless they receive informed and explicit instruction on phonemic awareness. Children do not mature out of their reading difficulties.
- Research evidence does not support the use of "whole language" reading approaches to teach dyslexic children.
- Dyslexia and ADD/ADHD are two separate and identifiable entities.
- Dyslexia and ADD/ADHD so frequently coexist within the same child that it is always best to test for both.
- Children with both dyslexia and ADD/ADHD are at dramatically increased risk for substance abuse and felony convictions if they do not receive appropriate interventions.**
- The current "discrepancy model" testing utilized by our nation's public schools to establish eligibility for special education services is not a valid diagnostic marker for dyslexia.

STUDENT #1	DRA	DSA	DIBELS
	1 11	0 WW	BENCHMARK

- *African -American Female
- *Single -Parent Home/Mother
- *Recommended for Kindergarten retention/Parent declined
- *No background knowledge of any pre-reading skills
- *Timid/no eye-contact/voice at whisper
- *Significant academic and social growth. Product of academic success includes confidence and more classroom participation.
- *Student is perfect profile for learner that could benefit from Dyslexic screening due to Dyslexic tendencies.

STUDENT #2	DRA	DSA	DIBELS
	1 11	0 WW	BENCHMARK

- *African-American Female
- *Single-Parent Home/Grandmother
- *No background knowledge of pre-reading skills
- *Angry/No Confidence/Potential Discipline Issue
- *Intense Connections: OG in 3D instruction earned trust, therefore, student achievement

STUDENT #3	DRA	DSA	DIBELS
	4 20	0 WW	BENCHMARK

- *African-American Male
- *Single-Parent Home/Mother (one of seven children)
- *Two Jr. High brothers already in the Juvenile System
- *Mood fluctuation that hinder learning
- *Reading has become his "self-soother"/engagement produces confidence

STUDENT #4	DRA	DSA	DIBELS
	2 11	0 WW	BENCHMARK

- *Hispanic Male
- *Non-English speaking two parent home
- *Desire to learn
- *Ability to learn hindered by ADHD and parent not medicating

SUMMARY STATEMENTS

- *ACADEMIC SUCCESS FROM PROFILED STUDENTS IS ACHIEVED THROUGH LITTLE OR NO HELP FROM HOME.
- *LARGE PERCENTAGES OF MY STUDENTS ARE SIGNIFICANT RISKS OF NEGATIVE SOCIAL AND ACADEMIC ISSUES. THE CONSEQUENCES OF ACADEMIC FAILURE WILL BE FELT BY THE INDIVIDUAL CHILD, FAMILIES AND OUR COMMUNITY.
- *INTENSIVE INTERVENTIONS USING CONNECTIONS: OG in 3D STRATEGIES, MUST BE MADE AVAILABLE TO AT- RISK STUDENTS FOR PERSONAL SUCCESS

CONNECTIONS: OG IN 3D

35 HOUR ORTON-BASED

PHONOLOGY COURSE

A thirty-five hour course in systematic, multi-sensory techniques for teaching the acquisition of the basic skills for reading, sponsored by The APPLE Group, Inc. of Jonesboro, Arkansas.

The participants will learn a multi-sensory approach to intervention strategies for children who exhibit different learning styles. The goal of the course is for the participants to have a full understanding of multisensory intervention skills. They will have an understanding of current scientific research and brain studies involving dyslexia and effective, evidence-based reading programs.

CONNECTIONS: OG in 3D is a, systematic, multi-sensory research-based approach to teaching the phonology, decoding, and reading skills of the English language. The trainee will be well-versed in preparing, implementing, and conducting the components of an Orton-Gillingham based lesson which includes phonemic awareness (enabling the student to detect, segment, blend, and manipulate sounds in the spoken language); graphophonemic knowledge for teaching the letter-sound plan of English; and the structure of the English language that includes morphology, semantics, syntax, and pragmatics.

Participants will learn linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning. Connections: OG in 3D teaches strategies for decoding, encoding, word recognition, fluency, and comprehension.

This workshop is for:

- teachers
- special educators
- counselors
- principals
- intervention specialists
- reading specialists
- parents or grandparents of dyslexics
- tutors

One in five children has trouble learning to read in spite of having normal intelligence, adequate instruction, no emotional disturbances, and no sensory deficits. These children need a different approach to learning language, the sounds and the letters that represent them, and how to put them together and take them apart. Their hands, eyes, ears, and voices have to work together to retain what is being taught. This requires a structured, sequential, multisensory method of teaching. Not only is this type of instruction essential for the 1 in 5 children who do not respond well to typical teaching methods, but it also works for all children and can be used in any classroom with amazing results.

ADE PD Code# 8672051200000

CONNECTIONS

OG in 3D

Connecting the Best of the Best
with Phonics You Can Feel

**Orton-Gillingham Based
Reading Intervention
35 Hour Course**

**August 29, 30, 31
and September 13, 14
2013**

**Concordia Christian Academy
1812 Rains Street
Jonesboro, AR**

The APPLE Group

870.932.2230

theapplegroupfordyslexia.org

Training Schedule

August 29, 30, 31
and September 13, 14

Participant must attend all days.

Thursday, August 29
8:30am-12:00pm
12:00 - 1:00 (lunch on your own)
1:00pm - 4:30pm

Friday, August 30
8:30am - 12:00pm
12:00 - 1:00 (lunch on your own)
1:00pm - 4:30pm

Saturday, August 31
8:30am - 12:00pm
12:00 - 1:00 (lunch on your own)
1:00pm - 4:30pm

Friday, September 13
8:30am - 12:00pm
12:00 - 1:00 (lunch on your own)
1:00pm - 4:30pm

Saturday, September 14
8:30am - 12:00pm
12:00 - 1:00 (lunch on your own)
1:00pm - 4:30pm

"This is a life-changing training. I feel like this information could be considered the "best-kept secrets" of education... This is the best use of my time ever!"

"When you leave the training you feel like your tools have been sharpened and your tool box is full."

"This approach would be beneficial for all learners. This is truly a "best practices" technique."

"This training far exceeded my expectations."

"This should be a mandatory in-service. Money would be better spent on this rather than spending it on some "specialist" telling you what's wrong. We know what is wrong. Teachers need a way to "fix" it."

"The training was awesome! Informative and useful. This training should be mandatory for all educators!"

"This was the best in-service I have ever been to and I am going on 29 years of teaching. I have a master's degree with 30+ hours and this training has me more motivated and excited than anything else I have ever been through. Based on a 1 to 10, the training was an 11!"

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mmscholten@sbcglobal.net
Cherry Frierson 870.932.2230
Mary-Margaret Scholten
870.932.2777
theapplegroupfordyslexia.org

Early Fall Registration

NAME _____

ADDRESS _____

DAY PHONE # _____

E-MAIL _____

(Used to send confirmation of registration)

Please check one or more:

TEACHER _____

SCHOOL _____

GRADE _____

PARENT of a dyslexic child? _____

OTHER _____

Registration Fee: \$975

\$300--nonrefundable deposit due

August 15

+\$675--balance due August 29

\$975 (2014 cost: \$1200)

Registration fee now includes all materials: CONNECTIONS: OG in 3D manual, reference book, phonemic object kit, 3D movable alphabet, glass beads, jallbird puppet, index cards, index card box, Elmer's Glue All, red paint, vowel song manipulatives kit, Lick the Lines manipulatives, Magic E Spoon materials, cd of printable cards, tracing board, APPLE Seed instructions, plastic canvases, flying schwacer, h brothers manipulatives, notepad, highlighter, magic markers and more.

Class size is limited to 22. Registration will be taken on a first come, first served basis. Your spot will be held when deposit is received. A waiting list will be formed after the first 22 are received. Cancellation possible and fees refunded if class is not filled.

To register send registration form and check to:

The APPLE Group
1505 Frierson Street
Jonesboro, AR 72401