



# VOTERS' GUIDE

THE LEAGUE OF WOMEN VOTERS OF PORTLAND

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Our mission: To promote political responsibility through informed and active participation in government.

## May 21, 2013 Special Election

### David Douglas School District Director Candidates

All voters in the school district will vote for one candidate for each position.

<p><b>Questions:</b> The first 500 characters of each reply are printed as received with no correction of spelling, punctuation or grammar. Candidates are listed in ballot order.</p>	<p><b>What are the strengths and weaknesses of David Douglas School District's equity program, and specifically what will you do to improve it?</b></p>	<p><b>How does the governor's plan for education in Oregon relate to David Douglas School District?</b></p>	<p><b>Describe your vision of the role of vocational and technical education in David Douglas School District.</b></p>
<p><b>Position 1</b></p>		<p>Four-year term. No salary.</p>	
<p><b>Cheryl A Scarcelli Ancheta</b></p>	<p>Candidate response not available.</p>		
<p><b>Johnny Walker</b> 503-913-9081 johnny_walker@comcast.net</p> <p><i>I've been in various levels of management for 43 years. Children in public schools for 40 years. Retired Sergeant Major, Army. Financial professional for 20+ years. It is not what you have that matters, it is how you use it. It is about the children.</i></p>	<p>David Douglas has done a good job of husbanding it's resources. However nothing is perfect and we are not moving into an era of greater resources, rather tighter. It is a time when we must ensure that we get the most we can out of every dollar. We must understand that many of our neighbors are struggling to make ends meet. It is incumbent on us that in these austere times we use their sacrifices well. My time in management and in dealing with finances make me ideally suited for this position</p>	<p>Governor Kitzarbor has a decidedly difficult dilemma in fixing the state of Oregon's budget, to include educational funding. All that a local school boards can do is deal with the resources it has on hand, in relation to the demands on those resources. In other words do the best we can with tools we are given. Just as each and everyone of us do every day. The major issue is to give our kids every opportunity to excel, to be all that they can be. The focus is on the quality of the program.</p>	<p>What a great question. I applaud your recognition of the need for skilled craftsman. My father was a carpenter. He provided a wonderful life for our family. We desperately need skilled artisans. Of course those who are driven to go to collage must be prepared well. But those who have the talent and desire to be craftsmen must have an avenue to success. This is a place where David Douglas can be the Pied Piper. There must be a path for each and every child, one that each wants to walk .</p>
<p><b>Position 2</b></p>		<p>Four-year term. No salary.</p>	
<p><b>Donn Gardner</b></p>	<p>Candidate declined to participate.</p>		
<p><b>Position 3 – Continued on next page</b></p>		<p>Four-year term. No salary.</p>	
<p><b>Robert Zeller</b></p>	<p>Candidate response not available.</p>		

<b>Position 3 – Continued</b>		<b>Four-year term. No salary.</b>	
<p><b>Christine Larsen</b> <i>Bachelor's Degree in Business Administration and Accounting; Master's Degree in Higher Education Administration; David Douglas School District Budget Committee Member for the past five years; Two children in DDS D schools.</i></p>	<p>David Douglas School District encompasses a small area geographically, but is very diverse in population. Schools in our district have students from all over the world, many of whom are recent immigrants. The district overall has an 80% free and reduced lunch rate and while I'm sure there are some equity issues, we do not have the same types of equity issues that the larger district to the west of us does. DDS D should continue its work to value and respect the various cultures of our students</p>	<p>The governor's plan for education has a goal of a 100% graduation rate by 2025. Our district, same as all the others, has seen decreasing amounts of state funding as a result of the poor economy. We have laid off teachers, cut courses, and not purchased replacement textbooks among other cost cutting measures. School funding needs to be restored. Early childhood education and state funding for full-day kindergarten would help the graduation rate greatly, along with modeling the best schools.</p>	<p>We should be preparing our students for life after graduation. College, military service or a beginning of a career should all be options for the students in the district to choose from. We need to offer a wide variety of courses and programs so that there is something for each of our students. Students engaged in educational programs that meet their desires for their future will help improve graduation rates.</p>
<p><b>Krista Dennis</b> 503-901-8820 electkristadennis@gmail.com  <i>David Douglas Citizens Advisory Committee, David Douglas Family Engagement Coordinating Council, Earl Boyles Parents United Group</i></p>	<p>The strengths of the equity programs include that there are now Parent organizations that are conducted in non-English languages. Pamphlets are provided in multiple languages and English classes for non-English speaking parents. A change I would like to make is to educate students and parents about Advanced Placement classes and how to get college credit for those classes while still in High School.</p>	<p>David Douglas is ahead of the game by already having in place an Early Childhood Prekindergarten class at Earl Boyles Elementary. Early childhood education is essential in exposing learning opportunities to children. This classroom is the start of what is to become a new Early Childhood wing at the school. This new wing will provide 3 Prekindergarten classrooms as well as a special playground and community resource rooms.</p>	<p>Vocational and technical classes are essential in helping students determine the right career path for themselves. We already have excellent classes in everything from auto mechanics, Computer Aided Drafting and Forensic Science. I will strive to have more internship, externships and mentoring opportunities in the fields students want to pursue. I will work to keep all classes updated to the needs of the current job market.</p>
<b>Position 5</b>		<b>Two-year unexpired term. No salary.</b>	
<p><b>Kyle Riggs</b></p>	<p>The districts greatest strength is literally the diversity of the student population. The greatest weakness in equity is that while this district has done well to keep pace with the changing student demographics we are working to catch up with our changing parent &amp; family demographics. I will work to be aware of and continue to be involved in outreach and inclusive programs whose purpose is to ensure that every family in the district is aware of all that is available for their children.</p>	<p>It reinforces that our focus should be to ensure each student is allowed the opportunity and provided the environment in which they can graduate and have all those options available to them (40-40-20). Graduating high school "college ready" allows the student and their family the opportunity to make the choice that is best for them.</p>	<p>I see it the same way I see any other branch of the available curriculum, an important necessity. All students should try some aspect it. Whether it is metals or woods, electronics, CAD, auto tech or any other area. It is part of a well-rounded experience and allows students to better define their areas of interest. For many students it ends up as a key portion of their educational path.</p>

<b>Position 6</b>		Four-year term. No salary.	
<p><b>Shannon Raybold</b> sraybold@autism-answer.com www.facebook.com/ShannonRayboldForDavidDouglas SchoolBoard</p> <p><i>Master's and Bachelor's Degrees in Education; Early Childhood Teaching Credential; Former Special Education Teacher; Autism Consultant to families, school districts and state agencies; Volunteer Member of the Citizen's Advisory Committee</i></p>	<p>The staff in David Douglas do an outstanding job of finding creative yet researched-based ways of supporting children with a wide variety of needs. The current focus on early childhood education, helps students and families get connected with quality educational opportunities early in life to prevent the "achievement gap" from opening. One way to improve equity is to ensure that all families who deal with food insecurity have access to support whether the child attends a SUN school or not.</p>	<p>If the Legislature provides \$6.750 in funding, as is currently proposed, there may still be cuts. Unless we see at least \$6.8, David Douglas may need to cut additional teachers and programs or close for 7 days. Class sizes may continue to increase and elective classes may be lost. When the schools close, students who depend on their school for food, learning, extra curricular activities and sports will miss out. I encourage everyone to contact their legislator to express their concern.</p>	<p>Vocational and technical education is an important part of preparing students for life after high school. David Douglas serves students from a variety of backgrounds with diverse aspirations and interests. It is part of the high school's job to either provide or connect students with resources that will prepare them for entering the workforce. There needs to be a balance between college preparation courses and vocational courses.</p>

## Parkrose School District Director Candidates

All voters in the school district will vote for one candidate for each position.

<b>Questions:</b> The first 500 characters of each reply are printed as received with no correction of spelling, punctuation or grammar. Candidates are listed in ballot order.	<b>What are the strengths and weaknesses of Parkrose School District's equity program, and specifically what will you do to improve it?</b>	<b>How does the governor's plan for education in Oregon relate to Parkrose School District?</b>	<b>Describe your vision of the role of vocational and technical education in Parkrose School District.</b>
<b>Position 1</b>			
Four-year term. No salary.			
<b>Dave Carter</b>	Candidate response not available.		
<p><b>Mary Lu Baetkey</b> 503-253-4423 thelu@q.com</p> <p><i>Retired teacher, educational leader, M.A. in Education, East Portland Community Center Task Force, advisor in creating Parkrose Educational Foundation, helped develop SUN Schools, Parkrose Farmers Market Board member, Parkrose resident 57 years.</i></p>	<p>At this time the Board is still working on a policy to deal with the issue.</p>	<p>It is a most creative plan, however like many plans created by non-educators it is missing some ingredients, specifically funding.</p>	<p>First, one must recognize both are most important. We need to stop pretending all students must go to college and start planning for reality. We need to be creative in working with other Districts to create more vocational opportunities for the students who desire to work with their hands, brains, and talents; we need plumbers, electricians, and skilled craftsmen. Concerning technical training, the students are preparing themselves as many creative programs have been cut due to lack of fund</p>

<b>Position 2</b>		Two-year unexpired term. No salary.	
<p><b>James Trujillo</b> 971-285-2195 james.s.trujillo@gmail.com</p> <p><i>Parkrose parent and community leadership experience; bilingual Spanish/English; master's degree in education; bachelor's degree in planning, public policy and management; experience with unions and successfully advancing major initiatives</i></p>	<p>I support the equity policy conceptually and believe it has several strengths. First, it accurately reflects the modern diversity of the district; second, it seeks to remove obstacles to success facing diverse students; and third, the policy fosters a welcoming and safe learning environment. In order to improve the policy we must better communicate what "equity" is and what it is not. I also believe it would be helpful to involve stakeholders in development of the approach and implementation.</p>	<p>In general, the governor's emphasis on education is encouraging. However, we need to advocate for funding to meet any new state mandates, i.e. pre-kindergarten education. The governor's 40-40-20 plan, a plan to have all Oregonian's complete a HS education with 80 percent attaining either an associate or higher degree, is one the district is adapting to meet. The district will continue to evolve policy, goals and practices for years to come to meet the state's plans.</p>	<p>Parkrose has access to the ACE academy which educates youth in the technical fields of engineering, architecture and construction. In addition, Parkrose HS has a health services vocational track available. I would encourage the district to continually pursue vocational and technical education where workforce trends project career opportunity and where student interest is strongest. However, I would also encourage an appropriate counterbalance of diverse courses in liberal arts studies.</p>
<b>Position 3</b>		Two-year unexpired term. No salary.	
<p><b>Mark Gardner</b> 503-254-1752 grdnrsix@gmail.com</p> <p><i>Past Board Member 1995-99. Chair of Budget Committee 1995, Member Budget Committee 1994. District Citizens Advisory 1990-93.</i></p>	<p>What do you call equity? If taking thousands of dollars from the general fund, to benefit a few at the expense of many, is equity. Parkrose is good at this. If you call dismissing the employee in charge of finding students grants, loans and scholarships for college, equity. Parkrose is good at it. No college bound students applied for the Scholarships of the Rotary Club this year. Not being able to attend college for lack of these funds is equity? All deserve a chance, not at another's expense.</p>	<p>The Governor is one of those who started us down this road of equalization. equalization is fine if you equalize up and not down. Like our legislature and governor did in the nineties. They did this to start new programs with money that should have gone to schools. Government is fine at mandating programs. They give the district a dollar for the program, then require \$5 worth of paper work and reporting. The Governor's plan will cost more than the State is willing to pay. The kids will lose again.</p>	<p>All High Schools should have vocational and technical training. For some reason we have decided all students will go to college. That is not reality. Most will become plumbers, electricians, carpenters, mechanics, etc. We send 95% of our students out of high school, with none of the basic skills to do any of these jobs. This has got to change.</p>
<p><b>Thuy Tran</b> 503-267-3262 info@votefortran.com www.votefortran.com</p> <p><i>Current School Board Member and Parkrose Budget Committee Member</i></p>	<p>I admire Parkrose's pursuit of an equity framework that recognizes the challenges of our students and the district's willingness to address the academic achievement gap. Our equity plan needs to be collaborative among the home, school, and community, since students face barriers within and outside of school that affect their student experience. I would like to see local and data-driven approaches specific to Parkrose so we can be as effective as possible in serving our district.</p>	<p>The governor's plan aims for a 100% high school graduation rate by 2025, and as a school board member, I am continuing to work with Superintendent Gray and the rest of the school board to help us achieve the ambitious goal the Governor has set for us. I will work towards restoring a full school year and fund full-day kindergarten. I believe these important goals and coordination with state level officials will help us get to 100% high school graduation rate.</p>	<p>Each student's circumstances are unique, and technical and vocational programs are important to give additional and alternative opportunities to students who may not decide to attend college immediately after high school or at all. I believe vocational and technical education has an important role in our schools and community because it allows students opportunities to gain valuable and marketable skills for the job market, and I will continue to support it.</p>

<b>Position 4</b>		<b>Four-year term. No salary.</b>	
<p><b>Ed Grassel Jr</b> 503-253-8986 egrassel@aslansoftware.com</p> <p><i>I have served on the Parkrose School Board for the past 8 years. Before my terms on the School Board, I served on the Site Councils at Sacramento Elementary and Parkrose Middle School.</i></p>	<p>Parkrose is currently working through a equity policy. It will address how we as a school district serve the needs of our diverse students that come from various cultural backgrounds. This diversity require us to meet students were they are, both educationally and socially. Parkrose has changed the approach to student learning based on research in culturally appropriate education. I will help to continue support this work on the School Improvement Committee.</p>	<p>The Governor's plan calls for students to be ready for college, career education, and the workforce. For Parkrose, this means that all students need graduate from High School. We will continue to focus on what students need to graduate; attend classes regularly and the ability to critically think, read, write, understand math and science at high levels. Parkrose is working with teachers, staff and administrators to reach students with the learning needed to reach this goal.</p>	<p>Vocational and technical education is very important in our economy. Construction, High Tech manufacturing, and health care all depend on vocational and technical education. Parkrose has create along with other school districts a charter school for Architecture, Construction and Engineering, and has a high school program called Health Services Career Pathway. These education options help students see the way to a rewarding career, that benefits both those students and our community.</p>
<b>Position 5 – Continued on next page</b>		<b>Four-year term. No salary.</b>	
<p><b>Heather Simoneau</b> 503-819-5121 heatherforschoolboard@gmail.com</p> <p><i>Parent, Elementary Teacher, Citizen</i></p>	<p>Parkrose School District is diverse and works hard to provide many programs to include all students, on the other side the staff may not represent this diversity and therefore this can become an issue, especially when dealing not only with the students but parents. Parkrose School District has great staff and they work really hard for the students, but as openings become available I would like to see more of an effort on the side of administration to hire staff that meet equity standards.</p>	<p>Oregon Education Investment Board relates to Parkrose School District as it does to all Public Schools in Oregon. The governor's plan was already accepted by Parkrose School District prior to it being mandated in 2012. One of the reasons for this is the adoption of AVID, this program was brought into the District and has been a success, it was introduced to the 4th and 5th grade students this school year and already it is clear that most of these students will be college ready when they graduate</p>	<p>Parkrose School District partners with ACE Academy and many of the High School students attend ACE several days a week in preparation for a vocational career when they graduate, this has been a great alternative for many students. Currently all Elementary Schools have computer labs with excellent working computers used for testing and learning. Once our new Middle School is completed using the Bond funds it will have all new technical equipment for the students, staff and teachers to use.</p>
<p><b>Erick Flores</b> 503-262-8331 Flores_Erick@hotmail.com www.facebook.com/groups/194479713923763/</p> <p><i>Erick Flores, Public School Teacher 2006-Present. Multicultural Community Outreach Liaison, 2001-2006. Democrat-Precinct Committee Person, 2010-Present. M.A. PSU, 2010. B.A. PSU, 2006. MHCC, Transfer Transcript, 2003. David Douglas HS, 2000.</i></p>	<p>While Parkrose District Office has tried to do outreach to communities of color and other minorities, role model for all communities in leadership positions are yet to be seen. Parkrose, being one of the most diverse schools in the state, still lacks administrative and board representation that can potentially improve community engagement and outreach to all families. As a School Board representative, I will work on improving the parent involvement while partnering with existing organizations.</p>	<p>While the governor's plan addresses several key issues within our educational system in the state, I believe there needs to be more teacher and parent participation within its context. I support high standards for all students, but as a teacher I recognize that not all students come from the same environment and/or economic opportunity condition. I believe our educational amendments and policies need to be followed with adequate funding and stability in order to provide a 21st Century education.</p>	<p>I believe our students need to be exposed to as many economic fields within our schools in order to provide them with real experiences for the future. Unfortunately, elective and workshop classes are no longer present in our schools or have been diminished due to budget cuts. While I will continue to advocate at the state level for real educational investment, I will be particularly cautious that our Parkrose District is using its current funding in the most significant and efficient capacity.</p>

Position 5 – Continued		Four-year term. No salary.	
<p><b>Bruce Altizer</b> 503-307-1835 bruce.altizer@gmail.com</p> <p><i>MM, Finance &amp; Public Policy, Willamette Univ; BS, App Sci &amp; Eng, US Military Academy; 11 years active duty military, planning, managing, &amp; conducting training for both individuals &amp; teams. 15 years as an employer educating employees.</i></p>	<p>I understand the Parkrose equity program to be a work in progress. Equity, as I understand it, means we treat everybody fairly and justly, and not by applying cookie-cutter, one-size-fits-all solutions to our students, faculty, staff, &amp; district management. I prefer that our resources be spent to best prepare our kids to be contributing, responsible members of our democratic nation and our world.</p>	<p>I have not yet seen an actionable education plan - one with specific, measurable, obtainable goals and objectives, a scheme for accomplishing the same, and allocation of resources for that purpose. The school board members are custodians of public trust and resources, and must strive for the best possible use of both to prepare our kids for the future.</p>	<p>It appears to me that we over emphasize college prep. Not every one need to either go to full time college or get a four year degree. We should partner with our neighbor school districts and with trade associations and unions (IBEW, NW Carpenters Training Center, etc.) to give our students exposure to career opportunities, and the avenues for them to prepare for them.</p>

## Portland School District Director Candidates

All voters in the school district will vote for one candidate in each zone.

<p><b>Questions:</b> The first 500 characters of each reply are printed as received with no correction of spelling, punctuation or grammar. Candidates are listed in ballot order.</p>	<p><b>What are the strengths and weaknesses of Portland School District's equity program, and specifically what will you do to improve it?</b></p>	<p><b>How does the governor's plan for education in Oregon relate to Portland School District?</b></p>	<p><b>Describe your vision of the role of vocational and technical education in Portland School District.</b></p>
<b>Zone 4</b>			
Four-year term. No salary.			
<p><b>Martin Gonzalez</b> 971-219-0020 martin4raza@yahoo.com gonzalezforschools.com</p> <p><i>I have served on the PPS Board since 2008 and as its co-chair for the past 2 years. My experience includes serving as Executive Director of the Portland Schools Alliance, a network of parents and educators committed to closing the achievement gap</i></p>	<p>The strength of the Equity Plan is its focus on addressing the needs of students who have been historically under-served. Current plans lack clear metrics and strategies to ensure a closure in the achievement gap. There is no Affirmative Action Plan to address the need to build a diverse workforce. My role will be to ensure the passage and implementation of a district wide Affirmative Action Plan with clear accountability measures to ensure that we achieve the goals of our equity policy.</p>	<p>The Governor's plan is consistent with the District's direction to graduate 100 percent of its students by 2025. Shared elements of both plans include the importance of reaching all children to prepare them to enter kindergarten ready for school, and a recognition that the educational system has not served students of color well. Both plans stress the importance of closing the achievement gap by building an integrated system that uses data and best practices to drive improvement.</p>	<p>As a parent of a Benson High School graduate, I know first hand the importance and impact that a great vocational and technical education can have on the lives of students. As we have seen at Benson, these programs help students stay engaged, increase graduation rates, and help close the achievement gap. My vision is to re-establish these programs in every high school with help of local employers, industry partners, and trade and community leaders.</p>
<p><b>Steve Buel</b> 503-285-5437 sbuel@comcast.net www.stevebueelforschoolboard.com</p> <p><i>School teacher for over 40 years, including 10 years in Portland. Co-founder of Oregon Save Our Schools. PPS School Board member, 1979-1983.</i></p>	<p>Portland Public School's equity program is well-meaning. It has two basic problems. Its recent policy is built around high-stakes testing which creates huge inequities itself. Secondly, true equity should revolve around making sure each student attends a school which has a solid, well-rounded educational program. This is not always the case. I have been a proponent of improving equity in PPS since 1975.</p>	<p>As one of the founders of Oregon Save Our Schools I am very knowledgeable concerning the Governor's education plan. In essence it has little if any direct positive impact on students in K-12 education. Its emphasis on testing, wasted funds, and time demands on educators has already created a negative impact on PPS. The time and money spent on responding to this plan could be much better spent on programs in Portland. Approximately \$225 million down a rat hole.</p>	<p>The Portland School Board should reinvigorate its support of Benson High School. In fact, it should expand Benson's programs. Vocational and technical education should be a major part of the PPS curriculum beginning in the middle grades. This is not just because it helps our students in the work world but also because these subjects engage kids in school lessening the dropout rate. Everyone benefits from that.</p>

Zone 5		Four-year term. No salary.	
<p><b>Pam Knowles</b> 503-334-7668 pamknowlesforgreatschools@gmail.com pamknowles.com</p> <p><i>Four years as Director-Portland Public Schools Board (co-chair 2010-2012); Oregon Childcare Commission; 15 years as an attorney practicing education law; 19 years as a parent in PPS; PTA President; founding parent DaVinci Arts Middle School</i></p>	<p>Almost 50% of the students in PPS are children of color. The strength of the Equity Policy is the use of an equity lens to determine if PPS actions allow all students to benefit equally regardless of race. PPS differentiates resources to provide additional support to students to ensure equal benefit. The strength of this policy is evident in the increase in graduation rates and the narrowing of achievement gaps. A weakness is limited resources which can be remedied through adequate funding.</p>	<p>The achievement compacts required by the Governor's plan, use measures that are virtually identical to the Milestones that PPS has been using for the past 4 years. Using the Milestones to track student progress has allowed the district to identify successful educators, programs and schools and to replicate those to benefit all students. The plan for increased professional development is also consistent with the work of PPS and its partners, the union and regional Schools of Education.</p>	<p>After years of being dismantled, career technical education (CTE) was included in High School System Design, however the decrease in school funding stopped implementation. I am advocating for a plan to partner with PCC and industry to provide CTE in every high school. This would engage and support students, and help keep them in school through graduation so that they can enter college and job training and become productive adults. I support a thoughtful increase in the cap at Benson.</p>
Zone 6		Four-year term. No salary.	
<p><b>Tom Koehler</b></p>	Candidate response not available.		
<p><b>David Morrison</b> 503-236-8600 wirelesseducationaction@yahoo.com www.wirelesswatchblog.org</p> <p><i>I am a concerned parent that has been involved in research in the biological effects of electromagnetic fields for over 5 years. Our schools are unsafe. I have a background in Journalism, social activism, rare books and non profit corporations.</i></p>	<p>The Equity Program is a total sham as long as the school system adopts the STEM program. This program is administered by CISCO systems in concert with the US Military, D.O.D. Starbase program which targets "underrepresented" kids K-5 and works with them in mentoring and science programs as a "recruiting" tool. That means that the poor and black (excuse me: children of color) kids are targeted as future cannon fodder. This is privatization of our educational system, nothing less.</p>	<p>The STEM program is nothing but a business plan for CISCO systems and a recruiting tool for the Military (Starbase program). It is a closed loop system where Cisco hands us an educational model and we administer it for them. It requires the use of more computers (more cisco products) and is funded by the FEDS. If we turn STEM down, we don't get the money. The STEM program is racist as it targets "under represented" youth K-5 by the US military as future recruits.</p>	<p>I would like to see the teaching of the remediation of environments for toxic exposure of electromagnetic fields. This is a huge and up incoming field that will eclipse many other fields as more and more people get sick from toxic environments in STEM projected careers. Computer labs and virtually all indoor environments are awash in microwave radiation and will have to be considered as only trained technicians will be able to stem the tide of casualties resulting from wireless technology.</p>

## Portland Community College Director Candidates

Voters who live in the zone vote for one candidate in that zone.

<p><b>Questions:</b> The first 500 characters of each reply are printed as received with no correction of spelling, punctuation or grammar. Candidates are listed in ballot order.</p>	<p><b>With increasingly limited resources, what are your program priorities for PCC?</b></p>	<p><b>What impact does the number of high school students enrolled at PCC have on PCC's budget and course offerings?</b></p>	<p><b>More and more Oregonians are turning to community college to retrain for a new career. What steps should the college take to assure that both transfer and technical career students are being educated for job opportunities that are available now and will be available in the future?</b></p>
Zone 1		Four-year term. No salary.	
<p><b>Denise Frisbee</b></p>	Candidate response not available.		

<b>Zone 2</b>		Two-year unexpired term. No salary.	
<p><b>Kali Thorne Ladd</b>  FriendsofKali@gmail.com  www.kalithorneladd.com</p> <p><i>My career has been in education beginning as a Teacher and most recently as the Education Director in the Office of the Mayor. I've a BA in Education from Boston College and MA in Education Policy from Harvard. I was appointed to the board in 2012.</i></p>	<p>Access- . Increase access to PCC by prioritizing investments that work like the Future Connect scholarship serving 85% first generation college students yielding results that include 3 times higher retention rates. The return on that investment benefits PCC and the community. Partnerships- The demands on the job market are rapidly changing. PCC needs strong ongoing partnerships to meet market demands and ensure a strong workforce is prepared to meet the jobs of today and tomorrow.</p>	<p>PCC's commitment to access and 40-40-20 is exemplified by their willingness to enroll students beyond what the state will reimburse for. We do this in part because we know that an educated community is a more prosperous one. That is why PCC has invested in programs like the Middle College at PCC Cascade. This provides a way to systematize dual enrollment and create a more cost-effective way to support high school student enrollment at PCC.</p>	<p>The college is already connected to hundreds of businesses in multiple industries working closely with them to see what their workforce needs are. PCC should continue to build and strengthen these partnerships, while maintaining the nimbleness that makes them unique as a higher ed institution so they are able to meet market demands by creating career/workforce training programs available to community members at multiple campuses and marketed via established CBOs.</p>
<p><b>Julie Cleveland</b></p>	<p>Candidate response not available.</p>		
<p><b>Michael W Durrow</b>  503-281-7250  micwedel@gmail.com  michaeldurrow.org</p> <p><i>Thirty-years of first-hand experience with the PCC community. Seven years working for the government. Three years working as a student within PCC. 3 degrees from PCC. Twenty years of voluntary government service as a democratic pcp.</i></p>	<p>Technical programs that can demonstrate a high placement rate in the local economy - nursing, can, emt, ESL, ENNL, High-school completion, literacy, college transfer and those programs that mitigate the deficiencies within the public school system. And high demand jobs that lack good sources for training locally like EEL and microelectronic technician.</p>	<p>Highschool students mainly increase daytime enrollment, but because classrooms are in short supply, PCC can't necessarily just add additional sessions. This creates better utilization of those sessions that are available, but also causes some delay in overall student completions. Finally, this can only be remedied through increased student capacity or alternatively thru a enrollment cap something which I oppose.</p>	<p>PCC needs more focus on proper class counselling, outcomes monitoring, and placement accountability. We turn out good students, but it takes too long and we get a poor level of actual placement in target fields.</p>
<b>Zone 4 – Continued on next page</b>		Four-year term. No salary.	
<p><b>Jim Harper</b>  503-702-4923  jimharper@comcast.net</p> <p><i>Eight years on PCC Board of Directors, currently on Association of American College Trustees board (1200 colleges), Past President of Oregon Community College Association, national Gateway to College, member Oregon School Board Association.</i></p>	<p>My priorities for PCC are to ensure that any person regardless of age that desires a postsecondary education (a GED, certificate, associate degree or transfer credit) will have that opportunity. My priorities will not change based on limited resources, but they will be more challenging to achieve. I have a long history of working with k-12 education, employers, labor, elected officials and the dedicated staff at PCC. At PCC we are all committed to student and community success.</p>	<p>The impact is very positive for high school students, their parents, and the community with little effect on PCC's budget or course offerings. High school programs are Future Connect, Middle College, Gateway to College, Project Degree and dual credits. Funding comes through scholarships, grants and partnerships with high schools. In the dual credit program alone, students realize a \$2 million annual savings while course offerings remain standardized; they are based on class size and wait lists.</p>	<p>One of values that PCC provides is a learning environment that is responsive to the changing needs of our students and the communities we serve - helping students be prepared for job and educational needs now and in the future. We do this by extensive partnerships with business, industry, labor, educational institutions and the public sector.</p>

<b>Zone 4 – Continued</b>		<b>Four-year term. No salary.</b>	
<p><b>Bernardo Tuma</b> 503-229-5641 hugo@harbournet.com</p> <p><i>Metro Parks Commissioner Arts Commission Neighborhood Council</i></p>	<p>I am committed to strengthen our program choices and keep tuition fees low and affordable for our 94,000 students and for our more than 1,407,456 college-age residents in the five county areas that we currently serve. Regardless of circumstances and needs Portland Community College probably has the classes and programs to meet our student’s educational objectives. My commitment is to ensure that our PCC continues by providing high-quality education, accessible to everyone.</p>	<p>I am committed to support Senate Bill 345, which standardizes Oregon Dual Credit Programs for our students to take college level courses, while still in High School. The data gathered by The Dual Credit Task Force found that “in most cases, Dual Credit students match or outperform their college-prepared counterparts in both community college and university settings”. For the students of limited resources this may be the best, if not the only option to go to college.</p>	<p>I am committed to get input from community advisory groups, school administrators, students, legislators and other community stakeholders to incorporate and offer those technical courses that are most in demand, and are aligned with our regional economic development objectives. I am committed to synchronize our educational curriculum to be in alignment, with the demands of the growing labor markets. I am committed to make PCC ,not just the largest college in Oregon serving in excess of 93,0</p>
<b>Zone 5</b>		<b>Four-year term. No salary.</b>	
<p><b>David Solomon</b></p> <p><i>My strategic planning, marketing, business development, and financial management skills can benefit PCC’s Board-level stewardship. I work in education technology, meeting educators and learning the needs of, and constraints on, public education.</i></p>	<p>Strategic planning is my strength, and I would like to help PCC plan for an increasingly successful future. I envision working with the President and other Board members to evolve and refine PCC’s strategic plan and to develop a roadmap for future development, mission, and growth. Good decision-making processes will result in a prioritization of programs consistent with PCC’s mission.</p>	<p>PCC should support students seeking higher education, regardless of their age. If high school does not provide the academic or social environment for some students to succeed, PCC should embrace those students, boosting Portland’s overall education levels. An evaluation of student demographics and course selection should determine how best PCC can meet the needs of the greatest numbers of students, without compromising the quality of instruction.</p>	<p>PCC is in a unique position to offer an education that meets the needs of area businesses. PCC excels in the area of workforce development, which is foundational to Portland’s economic growth and to high-paying jobs for PCC graduates. This is something that PCC does well, and should continue to fund and support.</p>
<p><b>Ken Madden</b></p> <p><i>PCC Foundation Board, 2003 to present, Oregon Workforce Investment Board-Vice Chair</i></p>	<p>Students often attend community colleges for the first two years and then transfer to a four-year institution to complete their degree. I feel it is important that the college continue to focus on the core competencies, to ensure students get the skills they need to be successful when they transfer. In addition, it is critical that community colleges work closely with local business and industry to make sure that college career programs meet the needs of local employers.</p>	<p>I know that dual enrollment has great benefits. Allowing students to earn college credits while still in high school saves them thousands of dollars in tuition, and maximizing class size saves the college money in the long run since filling seats in classes already being taught is an efficient cost-saving measure. If there is an increased cost to PCC, I would encourage the college to look for budget efficiencies rather increasing tuition.</p>	<p>I currently serve as the Vice Chair of the Oregon Workforce Investment Board (OWIB). The OWIB is the advisory board to the Governor on workforce issues. As a Board Member, I’m acutely aware of the need to make sure that we are training the workforce to meet the requirements of employers. By reaching out to the local Workforce Investment Boards and forming Advisory Boards of local employers, the College can keep informed of the changing technologies and specific needs of community.</p>

<b>Zone 6</b>		<b>Four-year term. No salary.</b>	
<p><b>Gene Pitts</b> 503-709-7817 g.pitts@frontier.com</p> <p><i>Elected to PCC Board in 2009.</i></p>	<p>PCC offers many benefits to the community, including retraining our dislocated workers, offering degrees for our accredited programs, preparing students for four-year College, and providing high school students with opportunities to earn college credit. Given this broad mission, resource reductions are particularly painful. We must continue to invest in technological solutions in order to help us mitigate these challenges, and that is an opportunity we must more aggressively tap in the future.</p>	<p>By working with high school students prior to their College transition, we can help them shorten the length of time (and cost) needed to accomplish their educational goals. We can also address the critical and often difficult student transition from high school to College, and help reduce the need for remedial classes that students sometimes need upon entering College. All of this translates to a significant financial benefit for the student, community, and ultimately a resource benefit to PCC.</p>	<p>This is a critical role, and in my estimation PCC has done an excellent job preparing students for existing opportunities as well as for opportunities which did not exist just a few years ago, but represent real employment opportunities today. A key metric of student success is employment, and many PCC students are now employed serving vital roles for our local employers. In an ever-changing world, PCC will continue to identify future opportunities and prepare our students to excel at them.</p>

## Multnomah Education Service District Director Candidates

At-Large: All voters in the district vote for one candidate in each race.

Zones 2, 4 and 5: Only voters who reside within the zone vote for one candidate.

<b>Questions:</b> The first 500 characters of each reply are printed as received with no correction of spelling, punctuation or grammar. Candidates are listed in ballot order.	<b>Why is MESD important to school districts in the county?</b>	<b>What are important current trends in student needs and how can MESD meet them?</b>	<b>How will your serving on the board of the MESD make a difference?</b>
<b>At Large – Continued on next page</b>		<b>Four-year term. No salary.</b>	
<p><b>Patrick Lasswell</b> 503-307-1927 pslmesd4@gmail.com</p> <p><i>Field Consultant Iraqi Kurdistan Software Test Engineer United States Navy Sonar Technician</i></p>	<p>MESD is at risk of systemic failure due to unpreparedness for challenges from technology, unstable government in California generating massive student gain, and years of complacency about taxpayer liquidity. If we ignore the clear signs of imminent challenge, we'll be yet another footnote of failure. We can keep MESD in operation and relevant, and we'll have a prototype for education success for the nation. I've made this kind of transition before, I'm ready to do this again.</p>	<p>Education is fragmenting at the speed of the internet and with the urgency of a despairing parent. We need ESD to leverage it's already dispersed framework to step up to new levels and kinds of support for the regular schools and their increasingly diverse requirements. The future does not look rewarding for large monolithic schools, and not just because they are failing to make children successful. Educational Service Districts are a more sustainable education future.</p>	<p>Catastrophic change is something I'm used to as a planning professional. After enduring the dissolution of several projects, the decommissioning of two military units, the ending of a business unit, and working with Kurdish survivors of the Anfal village destruction campaign in Iraq, I am experienced in salvaging value from organizational failure and caprice. Also, if MESD is allowed to fail, my mother loses the life of dignity she after earned retiring from them.</p>

At Large – Continued		Four-year term. No salary.	
<p><b>Nels Johnson</b> 971-300-2299 mnjohnson01@gmail.com</p> <p><i>Education: Whitworth University, B.A. Willamette University College of Law, J.D. Harvard Kennedy School of Government, Leadership Certificate Experience: Government Affairs &amp; Public Policy Specialist Adjunct Professor, Warner Pacific College</i></p>	<p>Educating students is a holistic process that continues into all other aspects of a child's life. In an era where school budgets continuously shrink, class sizes rise and school days decrease, MESD plays an important role in plugging the holes and filling the gaps related to health, vocational training, special education, early childhood education and many other things our children need to be successful. MESD provides services school districts can't afford to provide.</p>	<p>The Great Recession hit Portland hard. No one was more adversely impacted by it than Multnomah County's most vulnerable children. More and more students are struggling with the basic survival needs of food, housing and stability. When students' basic needs are not being met, it becomes really tough for them to learn. MESD is uniquely situated to address some of these basic health and social service needs in ways that school districts traditionally are not able to do.</p>	<p>First and foremost I bring a desire to help our neediest students. I have a vision for bringing more services to those students that need them most. I also bring a fresh and creative perspective to problem solving; with limited resources we sometimes need to think outside the box to come up with workable solutions. I work hard, roll up my sleeves and have an attention to detail that helps me get things done. Also, my professional experience working in politics will be useful to the Board.</p>
Zone 2		Two-year unexpired term. No salary.	
<p><b>Bob Clark</b> 503-233-2073 Elvsy3k@Yahoo.com</p> <p><i>Senior Economist, Oregon Public Utility Commission (2008-2010). Industry Economist, Bonneville Power Administration (1981 - 2005). Public participant in Portland Public Schools' Long range facility technical advisory meetings (2011-2012)</i></p>	<p>The MESD saves public education dollars by pooling resources across multiple school districts, reducing duplication of expenditure and effort. MESD coordinates with each school district in providing critical special education services, immunization and other health related requirements, school transportation procurement, and computer/internet systems. MESD also covers outdoor school needs, and efforts to re-engage youth who've dropped out of formal education.</p>	<p>Readying pre-school children to read upon entry into first grade is gaining momentum, and MESD with its connections with parents and pre-school children can assist in providing early reading opportunities and encouragement. (Project Launch is an example.) On-line learning is a second evolving opportunity which MESD is particularly positioned to advance, providing students supplemental learning resources. On-line learning can reduce educational costs, too! (The Cascade Technology Alliance.)</p>	<p>Reviewing and helping steer the MESD budget is key. I will use my experience, gained as senior economist with the state of Oregon and economist for the BPA, to stretch the positive outcomes funded by the MESD budget. I am optimistic MESD revenues will grow with rebounding property values and economy. I am keen to use increasing revenues to ready pre-school children in families of limited finances to be able to begin reading upon entry into first grade, and to advance on-line learning.</p>
<p><b>Erica Thatcher</b> 801-647-7098 ericalthatcher@gmail.com www.facebook.com/ EricaThatcherMESDZone2</p> <p><i>George Washington University, Master of Public Policy (M.P.P); City Club of Portland (Property Tax Research Committee); Research Analyst, Oregon Employment Department; Social Policy and Politics Intern, Third Way</i></p>	<p>MESD provides children services and programs more cost effectively through shared use of technology and staff across school districts. They provide programs that would be too expensive for individual school districts to administer on their own. Unique services provided include environmental education, immunizations, and alternative education for students who do better in a nontraditional school environment.</p>	<p>Students with special needs are sometimes left behind when schools have tight budgets. Yet schools are required by Federal law to provide a certain level of education to all students - even if some students need one-on-one interaction to reach their equivalent level. MESD helps meet these needs by running dedicated schools for students who have non-traditional education goals and needs.</p>	<p>The experience of leadership is important. I am in the early stages of my career and have built a strong foundation of a Masters in Public Policy and a few years of experience in the political and policy field. My serving on the board would give me the opportunity to share this experience with my community of peers and hopefully inspire them to bring their passions to elected office around the state.</p>

Zone 4		Four-year term. No salary.	
<p><b>Francisco (Frank) Acosta Jr</b> <i>Parent ,13 years working in an educational setting, Advocate for education</i></p>	<p>MESD work to provide the various county school districts with a wide array of educational programs and services, many of which are too costly or limited in demand for a single location. By coordinating a program or service among multiple districts, MESD is able to moderate costs. It creates equity between large and small school districts.</p>	<p>MESD shall provide service to component districts in accordance with the local service plan developed by MESD and component school districts. The local service plan shall also include services as required by state and federal law, and in the following areas: special-needs students, technology support, school improvement services, administrative and support services, and other services required under ORS 339.005 to 339.090 and ORS 334.185.</p>	<p>I am a parent of school aged children. As a parent education is very important to my wife and I because of the role it plays in our children's future. Also, my job at Franklin High School allows me direct access to both those who provide services and those who benefit from those services provided by MESD. This enables me to have productive conversations with those in the field. This gives me a unique and current perspective on the issues facing MESD.</p>
Zone 5		Four-year term. No salary.	
<p><b>Bernie Giusto</b> 503-669-7844 berniegiusto@gmail.com  <i>Current Director and Vice Chairman MESD Board of Directors, Multnomah County Sheriff, Chief of Police City of Gresham, Oregon State Police Retired Captain, City Councilor City of Gresham, Tri-Met Board of Directors, Willamette University, BS Degrees.</i></p>	<p>MESD provides: carefully crafted programs in close connection to individual districts needs; uniquely skilled mandated education services in; Special Education; clearly established energetic leadership in the county wide and regionally recognized Reconnecting Youth Initiative to high school completion program; institutionally based community corrections youth opportunities; specifically skilled and community integrated school nursing health and social services. MESD protects your Outdoor School.</p>	<p>The role of Education School Districts across the State of Oregon is guaranteed to be redesigned within the next bi-ennium. With the Governor's administrative and the legislative policy based focus on teacher improvement and student achievement MESDs must be prepared and help provide the Board focused and regional educational policy leadership to assist the legislative effort in redesigning the role of ESD. MESD must lead in this transition with a service focus on intense student/families needs.</p>	<p>Success in providing effective public service is measured on two scales experience and results. I believe that broad public service experience is only meaningful when it produces recognized and tangible results. My experience in both appointed and elective public service is unmatched in this race. I have brought specific and accountable results to the wide variety of public service challenges I have sought. Currently as Vice Chair I provide that kind focused and forward looking Board leadership.</p>
<p><b>Chris Cochran</b></p>	Candidate response not available.		

<b>Candidate Forum</b>
<p><b>Portland Public School Board</b></p> <p>Tuesday, April 16, 7:00 pm</p> <p>Board Room, Blanchard Education Service Center, 501 N Dixon St, Portland</p> <p><i>Co-sponsored by Community and Parents for Public Schools</i></p> <p>All candidates for Portland Public School board positions have been invited to participate. The candidates will discuss their qualifications for office and respond to questions about current issues.</p> <p>The forum will also be available to watch on demand at the League website and replayed on local access cable television. Check <a href="http://lwvpx.org">lwvpx.org</a> for details.</p>

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## Ballot Measures

### **Measure 26-150**

Renew five-year levy to prevent child abuse, child hunger

**Question:** Shall Portland continue abuse, neglect prevention, children's programs; five-year levy \$0.4026 per \$1,000 assessed value beginning 2014; require audits?

**Financial Impact:** The levy requests \$0.4026 per \$1,000 of assessed property value. It would continue to cost the owner of a home with an assessed value of \$200,000 about \$81 per year in taxes. It is estimated that the levy will raise an average of \$10.56 million per year for the period of July 1, 2014 through June 30, 2019. This is subject to change with fluctuations in the economy and tax compression due to Oregon Measures 5 and 50.

**Probable Results of a "Yes" Vote:** Funds will continue to be available to enable city-wide programs to: prepare children for school and work success; teach parenting skills; provide safe after-school activity; prevent child abuse and neglect; support impoverished and foster families, teen parents, youth and girls; help crime-impacted, immigrant, refugee and homeless families; and mitigate child hunger.

**Probable Results of a "No" Vote:** Some or all of Portland Children's Levy (PCL) funded programs would offer fewer or reduced services, help fewer residents, lay off employees or, in some cases, close their doors. An average of 14,000 children and parents are helped annually by the current levy. If funding ceased, families and children could experience fewer gains and less prevention in areas of health, mental health, socialization, education and safety. Abuse, substance abuse and crime could occur more frequently. School readiness, job readiness and relief for parents via provision of standardized care would decrease. In-home services to families may be reduced. Fewer children would escape hunger. Discontinuing these services may result in greater expense for police, judicial, health care, school and welfare programs.

**Background:** A report by Portland Citizens Crime Commission in June 2000 provided a research base and definition of concerns for Portland children. In 2002 when the levy was first introduced, studies showed that preventative services that strengthen families and support children result in improved adult years. According to research, children in poverty, lacking health care and positive role models and/or experiencing trauma are at risk of dropping out of school, substance abuse and other illegal activity; they also exhibit negative social behaviors

and experience low earning power, poor health, mental health issues and teen pregnancy. Studies show that these negative childhood events can alter overall well-being and the ability to thrive throughout adult years.

The PCL takes advantage of existing local programs. Audits indicate a high rate of success with current program outcomes as reported. According to the PCL office, 24% of children served were at or below the federal poverty line (FPL); 29% were between 101% and 185% of FPL. There is no poverty data on 45% of the children served because many programs use risk assessment tools or methods other than income level to determine eligibility for services.

The PCL plan was approved by 50% of voters in 2002. Voters renewed the levy in 2008 by a 72% margin. In 2012, Commissioner Dan Saltzman requested that the levy be referred to voters for renewal.

To date, services include education programs, arts and sports activities; case management; health consultation, screening and care; childcare; childcare training and services; parenting skills training; home visits; reading skills tutoring; mentoring; music education; legal support and culturally adapted services. Between 10,000 and 18,000 Portland children are affected annually.

Grants are awarded to non-profit and governmental service providers by competitive public process. Grants are typically 1 – 3 years.

PCL currently employs a Leverage Fund "Challenge Grant" process that requires grantees to match levy resources with other funding sources. This has resulted in eight new public-private partnerships bringing more programs to Portland children.

Accountability measures include:

- Records of success and cost effectiveness are provided by funded programs.
- Program site visits are performed by PCL staff.
- An Allocation Committee makes funding decisions and provides oversight. It is composed of elected and appointed members whose meetings are open to the public.
- PCL is also independently audited. PCL administration is limited to 5% of funds.
- Provider program administrative rates for each grant cannot exceed 15% of the program expenses for each grant.

Currently PCL funds 57 different competitively-awarded grant programs and an additional 8 through the Leverage Fund.

**Summary of Measure:** By renewing this levy, about \$10 million will be distributed annually among providers, thereby funding a portion of the cost of each service designed to address: child readiness for school success; safe

after-school activity, child abuse and neglect; needs of impoverished and foster families, teen parents, youth and girls, crime and substance abuse affected families, immigrant, refugee, and homeless families; and child hunger.

**Supporters Say:**

- Programs provided with PCL funds met levy standards for effectiveness, budgeting, program capacity and cultural competence. They are audited annually. In public meetings, an oversight committee of citizens conducts reviews of funded programs' success. There are caps on PCL and provider service administration costs.
- It is especially important to collaborate with Meals on Wheels to reduce child hunger, since hungry children have lower school attendance, more behavioral issues and difficulty focusing on their learning. Currently in our community, 14,000 children rely on emergency food provision each month.
- Child development milestone measurements for 2011-2012 indicate that 89% of children served by the levy are meeting developmental milestones. Also measured are: read aloud time by parents, child behavioral issues management and parental use of social support services.

**Opponents Say:**

- Before moving forward with further taxation, the Portland Children's Levy program that has been in service for 10 years (having utilized approximately \$120 million of taxpayer money) should now be thoroughly audited for economic efficiency; utilization of optimally successful evidence based practices; community needs coverage; and analysis of the best program fit for our Portland community. Voters should be able to see the connection between the dollars spent and the outcomes achieved. Outcomes definition and priorities should be assessed.
- State support may be reduced if we fund the local levy.
- It is difficult to judge the true effectiveness of programs. Grantees are generally well known but methods of checking success are inexact. A study by Portland State University warned that PCL evaluation was "reliant on data submitted by programs rather than on data that were externally collected".

**Measure 26-151**

**Fluoridation of Portland Drinking Water Supply**

**Question:** Shall Portland fluoridate its drinking water supply?

**Referral:** The measure is a referral of an Ordinance adopted by the Portland City Council. It was referred to the people following a citizens' petition.

**Financial Impact:** The Portland Water Bureau (PWB) has estimated the cost to design and construct the fluoridation facility at \$5 million, which the City expects will be funded through adjustments to current and future capital budgets without changing the forecast water rates.

The City estimates the annual operating cost for fluoridation at \$500,000. Annual operating funds shall be paid through water use fees. According to the City, the increase in cost for fluoridation would be up to 25 cents per month per household for the first year. Future years' costs would be calculated annually to reflect actual cost trends. All cost estimates are in 2012 dollars.

**Probable Results of "Yes" Vote:** Per City of Portland Ordinance No. 185612, the PWB will devise and implement a program to fluoridate the City of Portland's public drinking water supply to the optimal levels beneficial to reduce tooth decay and promote good oral health as recommended by the Centers for Disease Control and Prevention (CDC) or the Oregon Health Authority. Any fluoride compound used for this purpose shall meet the standards of the American Water Works Association. The fluoridation level recommended by the CDC is .7 milligrams per liter (mg/L). To accomplish drinking water fluoridation, the City would build and operate a fluoridation facility near the City's Bull Run water source.

**Probable Results of "No" Vote:** The City of Portland will continue to *not* fluoridate its public drinking water supply.

**Background:** Portland ballot measures on fluoridation failed in 1956 and 1962. In 1978 voters supported fluoridation, but a repeal measure passed in 1980.

The issue is again being considered because in 2012 a group of community members raised concerns about the rising problem of tooth decay in many children in Portland, especially among low-income and minority families. According to the Public Health Division of the Oregon Department of Human Services' 2007 Oregon Smile Report, 21% of children in the Portland metropolitan area have untreated tooth decay. Council concluded that the qualified science and facts about the health promotion

effects of fluoride, even for adults, were sufficient reasons to add fluoride to the drinking water. Accordingly, in September 2012, the Portland City Council unani- mously authorized and directed the PWB to add fluoride to the City’s drinking water supply. This Ordinance was *not* enacted due to a citizen petition drive that received enough voter signatures to call for a public vote. All work by the City of Portland Water Bureau to plan, design and construct a fluoride delivery facility was stopped once voter signatures were validated.

Although the council’s ordinance requires fluoridation of Portland’s drinking water supply by March 1, 2014, the actual date of implementation of fluoridation would depend on the effective date of the measure. The PWB estimates that it will take a minimum of 1.5 years to plan, permit and build a fluoridation facility. Fluoridation would not begin until the facility is completed.

### **Fluoridation Research**

Proponents of fluoridation point to research showing that fluoridation leads to a 25% reduction in tooth decay even where fluoridated tooth paste is available. They cite the CDC’s assertion that drinking water fluoridation is safe and effective, and they note the number of medical organizations, such as the American Dental Association and the American Academy of Pediatrics, that support fluoridation.

Opponents of fluoridation highlight a review of research by the National Academy of Sciences which led to a reduction in the recommended fluoride concentration to the current 0.7 mg/L and to a recommendation that infant formula be mixed with non-fluoridated water. The study also recommended more research on the effects of fluoride on conditions such as osteoarthritis and renal disease. Opponents note that 41% of children in the U.S. have mild fluorosis, which causes white spotting on teeth, an indication that they are receiving excessive fluoride.

**Summary of Measure:** This measure allows the City to build and operate a fluoridation facility near the City’s Bull Run water source. It would increase the level of fluoride in the City’s water from the current level of less than 0.025 mg/L to the level recommended by the CDC to reduce tooth decay and promote oral health. That level is currently 0.7 mg/L.

Because the fluoridation facility would be located near the City’s Bull Run water source, the Bureau’s wholesale customers would also receive fluoridated water.

The measure requires keeping records of the quantities of water treated, and type and amounts of fluoride used. The City would be required to conduct tests for fluoride in treated and untreated water in accordance with state and federal recommendations.

### **Supporters Say:**

Measure 26-151 is the most important thing we can do to improve the health of all Portlanders – especially children.

- Fluoridation makes teeth stronger and healthier.
- Cities that have reviewed the environmental impacts of water fluoridation have concluded that there is no evidence of negative environmental impacts at the level recommended for drinking water.
- Every trusted national health organization supports it including the Centers for Disease Control and Prevention, the American Dental Association and the American Academy of Pediatrics.
- Portland faces a dental health crisis when our children have 40% more untreated decay than children in fluoridated Seattle.
- Every dollar invested in fluoridating the water saves \$38 in health care costs.

More information on supporters’ positions can be found at: [www.healthykidshealthyportland.org](http://www.healthykidshealthyportland.org)

### **Opponents Say:**

Fluoridation is a risk we cannot afford.

- Fluoridation chemicals present a threat to Portland’s clean drinking water and would increase water rates when there are more cost-effective solutions to protect children’s dental health.
- The money spent to fluoridate Portland’s water would be better spent to address the real problems facing children’s dental health: poor nutrition, lack of education regarding proper dental hygiene and lack of access to dental care.
- Recent science indicates there are serious health concerns surrounding water fluoridation, especially for vulnerable populations: kidney patients, diabetics, those with thyroid or other endocrine disorders, pregnant women, babies, children and the elderly.
- Fluoridation would force medical treatment into the homes of these vulnerable populations and into every Portlanders’ home with or without their consent.
- Fluoridation would mean adding 1.1 million pounds a year of fluorosilicic acid into our drinking water. Fluoridation chemicals at levels significantly lower than the level proposed by the City are known to have negative effects on salmon and other aquatic life.

More information on opponents’ positions can be found at: [www.cleanwaterportland.org](http://www.cleanwaterportland.org)

## Measure 26-152

Local option levy: improve natural areas, water quality for fish

**Question:** Shall Metro improve natural areas, water quality for fish: five-year operating levy, \$.096 per \$1,000 assessed value, beginning 2013? This measure may cause property taxes to increase more than three percent.

**Financial Impact:** This is a new levy. Taxes would increase at \$.096 per \$1,000 of assessed value for property owners in Clackamas, Multnomah, Washington Counties and other areas within the Metro boundary. For a home with an assessed value of \$200,000, this would mean an increase of \$19.20 per year. Metro estimates that the measure will raise \$10.2 million in 2013-2014, which would rise yearly to \$11.2 million in 2017-18. Taxes for individual homeowners and the amount raised are subject to change with fluctuations in the economy and tax compression due to Oregon Measures 5 and 50.

**Probable Results of “Yes” Vote:** Metro would have increased funding to restore natural areas, maintain regional parks, improve access to natural areas, provide conservation education and opportunities for volunteers, and create community project grants.

**Probable Results of “No” Vote:** Metro would continue funding natural areas maintenance from its general fund, which is inadequate to properly maintain existing natural areas.

**Background:** Today Metro owns or manages more than 16,000 acres of public parks and natural areas. Most were acquired over the last 20 years, due to voter approval of bond measures in 1995 and 2006 to acquire undeveloped land and due to transfer of jurisdiction from other government agencies. The parks, which Metro reports are visited by 1.3 million people a year, include wetlands, stream and river frontage, prairies, forests and trails.

By law, the bond money that purchased the parks and natural areas cannot be used for maintenance. To date, maintenance has been funded from Metro’s general fund. Beginning in 2012, Metro conducted public opinion surveys and consulted an independent advisory council to determine whether to ask voters for maintenance funding.

The independent advisory council recommended that Metro convene a panel to work on a permanent solution for funding, and concluded that a 5-year levy was a “reasonable first step in addressing a longer-term problem.” (See [http://library.oregonmetro.gov/editor/levy\\_advisory\\_letter.pdf](http://library.oregonmetro.gov/editor/levy_advisory_letter.pdf).)

The Metro Council voted unanimously December 18, 2012 to refer this measure to voters.

**Summary of Measure:** The measure would allow use of the levy funds to:

- Improve water quality in local rivers and streams, including the Clackamas, Sandy and Tualatin rivers and Fanno and Johnson creeks, for salmon and other native fish;
- Restore wildlife habitat and remove invasive weeds that choke out native plants that wildlife need for food and shelter;
- Restore wetlands and floodplains to control flooding and provide habitat for birds and amphibians;
- Improve visitor services in Metro’s parks, including replacing aging restrooms, picnic shelters and playgrounds; and
- Provide nature education programs to school-aged children and visitors.

Metro also plans to use some of the funding to support community partnership projects that connect people with nature in their neighborhoods.

### **Supporters Say:**

- Upfront restoration costs save future expense.
- The levy will put people to work performing restoration, create demand for local nursery stock and create citizen stewardship programs.
- Voters gave Metro a clear mandate to implement natural area acquisition and management with bond measures totaling \$363 million.
- Levy funds would help sustain more than 20 years of bond-funded investments in acquisition and protection of local natural areas.

### **Opponents Say:**

- Most of the lands purchased are remote and inaccessible, without signage, parking, rest rooms or trails, and Metro has stated that only 5-15% of the money will be used to make natural areas more accessible. The lands should not have been purchased if voters who paid for them will not be able to use them.
- This is a large amount of money with very little accountability. Metro has reported that the operations and maintenance cost of 7 large natural areas currently operated by them in 2011 was only \$630,747, so why do they need \$10 million for maintenance of the 14 natural areas and 11 nature parks covered by the levy?
- The levy will reduce budgets of other local governments because of compression, a side-effect of Oregon’s property tax limitation plan.
- Many other public uses for tax dollars are a higher priority than parks.