Scott Survey Results Summary - 10.25.26

Scott Elementary Community Voices on PPS Rightsizing

Who we heard from. 120 people responded between October 13 and 25 (104 in English, 16 in Spanish, translated). Most (109) are Scott parents or guardians, some of whom also work at Scott. The rest are staff, grandparents, an aunt, a mentor, a Rigler parent and community members. 86 have a child in Spanish DLI and 34 in English Scholars (7 in both). Thirty-nine respondents (33%) are Latino or speak Spanish or Maya at home ◆. Nine more are from other families of color, and the rest are White or did not say. The survey is self-selected, not representative. Its invitation described Scenario B as leaving Scott with about 250 students, which may have shaped responses.

Where families stand.

- 66 of 119 people who rated PPS's proposals (55%) gave 1 star out of 5. Only 12 (10%) gave 4 or 5.
- 48 (40%) could support consolidation under certain conditions, 33 (28%) oppose any closures, and 28 (23%) need more information before taking a position. One is ready to move forward. Nine wrote their own answer, most opposing the current proposals or the rushed timeline.
- Most people feel concerned (73), anxious or worried (64) or frustrated (60). Only 14 feel hopeful.
- Top priorities for the PTA: equity for all families, including those least likely to be heard (72); keeping DLI at Scott (65); class sizes and staffing (55); and making sure families have a voice (51).
- A minority of DLI parents, mostly non-Latino, see real benefits in a DLI hub: more teacher collaboration, steadier Spanish-speaking staffing, and a stronger path into middle and high school DLI.

Voices of Latino and Spanish-speaking families ◆. These families knew the least about the proposals and oppose them most strongly. All 10 respondents who said they were unfamiliar with the scenarios (1 or 2 out of 5) are Latino or Spanish-speaking.

	Latino or Spanish-speaking (39)	Of these, answered in Spanish (16)	All other respondents (81)
Unfamiliar with the scenarios (1–2 of 5)	26%	38%	0%
Gave PPS's proposals 1 star	64%	69%	51%
Oppose any closures	51%	63%	16%
Could support consolidation under conditions	18%	13%	51%
Top priority: keeping DLI at Scott	69%	63%	47%
Top priority: families having a voice	56%	81%	36%

The gap is not just between programs. Within Spanish DLI, 48% of Latino or Spanish-speaking families oppose closures, compared with 15% of other DLI families. Parents described children who are already afraid and a proposal that feels like segregation:

> *"There is a lot of fear and sadness in my daughter… I feel it as discrimination and racism toward our children of Latino origin." (DLI parent, 5th grade; translated from Spanish)*
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> *"Latin American families and specially our children are ALREADY suffering from stress and anxiety from what could happen… it is also segregation." (Latino parent, Kindergarten)*
>
> *"That we be heard as parents, for a better future for our children." (DLI parent, Kindergarten; translated from Spanish)*

Spanish-speaking parents also asked about "the emotional and psychological harm to our children, especially children who receive special support" (translated). A staff member warned that putting both DLI programs at Rigler "makes us a bigger target for ICE."

DLI and English Scholars families. Both groups dislike the proposals about equally (1 star: 52% of DLI, 56% of English Scholars respondents), but they fear different things. English Scholars families most often prioritize class sizes and staffing (62% vs. 35% of DLI families). They worry that Scenario B would leave Scott under-enrolled, with fewer resources and fewer involved families. One White English Scholars parent added that moving most Latino students out would leave the remaining students of color "an even more visible minority." DLI families most often prioritize keeping DLI at Scott (59% vs. 41%). They describe a forced choice between Spanish and their neighborhood school, losing the walk to school and Scott-based after-school care, and siblings split between programs and buildings.

> *"The separation of Scott DLI kids feels like forcing a choice between neighborhood community or Spanish language learning." (DLI parent, 1st grade)*
>
> *"I have a child in the spanish immersion, and one in the English. I am not driving to two separate schools." (Latino parent, both programs)*

Top concerns.

1. **Scenario B** would leave Scott well below PPS's school-size goal. Families fear larger classes, lost staff and specials, uncertain Title I funding, and a path to closure.
2. **Splitting the community:** both scenarios divide one of Portland's most diverse schools, separating students by program in ways families see as segregation by ethnicity and class.
3. **Children and getting to school:** another transition for young children, including students with IEPs and anxiety; lost walkability; after-school care tied to Scott; siblings at two schools; and moving to Rigler's older, less seismically safe building.
4. **Process and trust:** a rushed timeline, no published financial analysis, inconsistent PPS numbers, and Scott being left off the Northeast "impacted schools" list.

Key questions for the Board. What is rightsizing meant to achieve, and what will it cost and save? What enrollment does PPS project for Scott under Scenario B, given about 254 students in Scott's English program today? What staffing, specials, supports and Title I funds would an under-enrolled Scott keep? How would DLI lotteries, transportation, class sizes and teacher placement work at Rigler, and would Scott's DLI teachers keep their jobs? How would students with IEPs keep both their services and Spanish instruction? Is the timeline feasible?

What families ask the Board to do. Hear from Spanish-speaking families in Spanish, through groups they trust such as Cafecito, before any vote. Slow down or phase in changes. Publish the financial analysis, enrollment projections and an implementation plan. Revise Scenario B so Scott is not left under-enrolled. Guarantee staffing, reasonable class sizes, specials and bilingual supports. Provide transportation, safe routes, after-school care and a welcoming transition.

Full report available at https://sites.google.com/view/scottschoolpta/rightsizing. ◆ marks respondents who are Latino or speak Spanish or Maya at home. Responses in Spanish were translated into English.