

Notes from Dobie Middle School Community School Planning Dinner

January 26, 2022 6-8 PM

Background: Just over 100 parents, students, teachers/staff, PTA leaders and Austin Voices staff gathered for a community planning dinner. AISD and campus administration were also present. Sponsored by the Dobie PTA with support from Austin Voices, the goal was to gather input on recent leadership changes, as well as renew a collaborative community school planning process that will lead to more support for Dobie and its community during this challenging school year. The Dobie PTA and parent leaders have named the process “Dobie United/DobieUnidos” and are including all stakeholders, including teachers/staff, students, parents and community partners.

After dinner and a short briefing, participants joined one of eight small groups, including five groups in Spanish, one group in English, one student group (ten students) and one teacher group (seven teachers on zoom). Austin Voices and Dobie Facilitators asked the following four questions:

- What are your thoughts, questions or concerns about the recent leadership changes at Dobie?
- What do you like about Dobie? What are its strengths?
- What challenges does Dobie face? What could be strengthened?
- What other ideas do you have that would make Dobie a better school?

Trained notetakers recorded the words of respondents as completely and accurately as possible, without summarizing or altering responses. Notes were sorted into categories and grouped with similar ideas. Groups are identified as SP (Spanish-speaking), E (English-speaking), students and teachers. Where virtually identical responses were given, a number show how many respondents contributed that response.

Summary of Responses

Question 1: What are your thoughts, questions or concerns about the recent leadership changes at Dobie?

- 25 respondents referred to the lack of communication by the district about the removal of the principal and academic dean, expressing dissatisfaction with the process.
- Parents expressed a strong preference for bringing back the previous principal, Mr. De La Huerta. They expressed confidence in his leadership and the way he has handled the school over a period of years. Several parents expressed that they would move their child to another school if he were not reinstated.
- Parents expressed a strong preference for a bilingual principal.



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- Other concerns expressed included a lack of information about a gun threat on the internet, the negative effect on teacher and student morale that the removal of the principal has had, a deterioration of trust in the district that the situation has caused, and questions about how the district will communicate going forward.

Question 2: What do you like about Dobie? What are its strengths?

- All stakeholders referenced a number of strong programs at Dobie, including AVID, theater, before and after school programs and supports for special ed.
- Both teachers and parents talked about the collaborative and problem-solving culture that has been built over a period of years as a community school. Teachers in particular talked about the supportive climate from administration and the ways teachers support one another. Parents, teachers and students described a high level of commitment to Dobie by teachers.
- Supports for families and students were pointed out as a strength, including CIS, CARY and the Family Resource Center. In particular, the FRC was mentioned by several respondents as a connector to many community resources and supports.
- It was pointed out that pre-COVID, Dobie had a strong PBIS culture and systems that worked to support discipline and a culture of learning.
- Some parents also were satisfied with the way the school communicated with them about their children.

Question 3: What challenges does Dobie face? What could be strengthened?

- Parents, students and teachers all talked about the stresses on teachers and how the school is understaffed. Depending on substitutes has affected learning, attendance and has made for poor communication with parents. Recent resignations/retirements and budget cuts have also reduced staffing. Several parents mentioned the understaffed front office.
- Several parents and teachers mentioned low morale caused by the recent leadership turnover and lack of communication by the district. The uncertainty caused by the current situation is adding to an already difficult year for students and teachers after the year of virtual learning.
- Many parents and teachers mentioned problems around behavior, tardiness and attendance. Several teachers talked about the problems students have had adjusting to school after virtual learning. Parents were concerned about fighting at school and overall security and safety. Solutions offered by parents included more mentoring for students by community groups/nonprofits, parents volunteering at lunchtime, before and after school to help with student discipline and ideas to improve the overall campus climate for students.
- Problems with communication were mentioned by many parents. Substitutes have marked students tardy or absent mistakenly, resulting in parent calls. Parents have had difficulty getting through to the the front office. Some parents reported contact from teachers, while others said they hear nothing from the school. Most parents noted the lack of communication

from the district about changes at Dobie. In particular, an incident involving a gun threat was not explained adequately to parents.

- Parents expressed concerns about the spread of COVID on campus and its effect on teacher and student attendance. One idea mentioned was a COVID vaccination campaign for students and parents. Also, parents and staff spoke of the reduction in mental health supports for students in the district during COVID as needs have risen.
- Technology continues to be an issue for some families. There were mixed thoughts about whether students should or should not have cell phones at school.

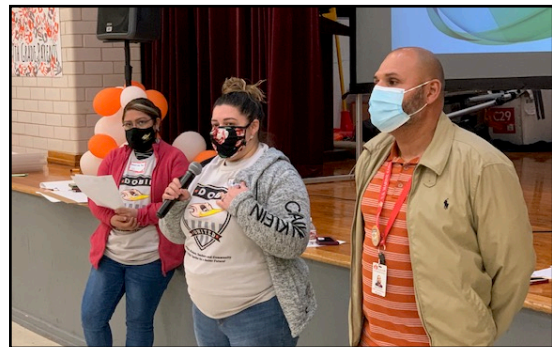
Question 4: What other ideas do you have that would make Dobie a better school?

- A number of ideas were suggested. Parents want increased communication and joint planning opportunities. They are also willing to help out at the school to improve behavior and attendance. Suggestions were also made that would improve school climate and teacher/student morale. More classes to help parents navigate the needs of their students was mentioned, as was increased mentoring, before and after school opportunities. Several parents talked about a vaccination campaign as a way of reducing the negative effect of COVID on the school and attendance.

NEXT STEPS

- Tuesday, February 1st: AISD meeting with parents about new principal process. 6-8 pm.
- Thursday, February 3rd: Dobie United/Unidos follow-up meeting (virtual). 6:30-7:30 pm.

For more information about future meetings, go to www.austinvoices.org/dobie



Question 1: What are your thoughts, questions or concerns about the recent leadership changes at Dobie?

- I was not aware until this meeting that there are changes in the school. (SP)
- I found out and I was worried first because of the gun incident and then I found out about the principal. (SP)
- I didn't know the principal wasn't here, until I got a message that they wanted another principal. No information. (SP)
- I didn't know they changed principals until the PTA called this meeting. The gun incident is super important. I would feel better if we had more safety. I don't know what to do. (SP)
- There was no communication about the principal. (SP) (6)
- No idea what happened. Abrupt, no communication. (E) (2)
- Why didn't they tell us? It's my first year here - It was a surprise. (SP)
- November, December, January - Why so long without information? (SP)
- The way this situation has been handled has allowed things to be said about the principal, rumors to spread. (SP)
- Very little information, concerned if anything illegal happened anything that puts the students and school in danger. (E)
- Why was no information shared via email, not sure what is happening? Received an email in January, which was well after dismissal. Very concerned. (E)
- We asked for answers and nobody answered us. (SP) (3)
- Why was the principal removed? (SP)
- We feel very sad because there was a drastic change. (SP)
- With the principal changing, things have gotten out of control. (SP)
- The leadership is not how it used to be. (SP)
- We want a principal who cares about the students, is strict with students and is bilingual. (SP)
- We loved the previous principal. He had everything under control. (SP)
- Things have changed. I have left messages and they have not returned my call. (SP)
- They need to give an explanation about the principal not returning. He helped me with Miguel. (SP)
- I'm upset with the district and the lack of communication with us. What's with the new principal? (SP)
- They fired the principal with no information. What happened? (SP)
- They should have given an explanation or a reason. All we knew was he was going on vacation. They should have said something. (SP)

- Miscommunication: told he was on vacation – but incorrect timeline. Understands confidentiality concerns, but no details shared. (E)
- We have not been notified of the Principal's dismissal. (SP)
- Change has affected students. Also recently learned the substitute principal's last day is Monday, January 31st – another disruption for children. There is low morale and no information shared with teachers either. (E)
- We like the principal who was here. (SP)
- Teachers need a leader. Substitute principal is trying but hard situation. (SP)
- The principal is the head so if he's not here, the rest won't fit. We all care about our kids. (SP)
- Hire a principal! We need a leader-principal who is bilingual. (SP) (2)
- I've been here for 3 years now – I want the Principal to stay, to come back. (SP)
- Fight for the same principal we had before. (SP)
- I really liked the principal. Because of him, I put my daughter in Dobie! I had a lot of confidence in him. (SP)
- There was more communication with Mr. De La Huerta as principal. (SP)
- Liked open door policy Mr. De La Huerta had. (E)
- There was a lot of communication before with the former principal. (SP)
- The principal (before) was easy to communicate with. (SP) (2)
- The ex-Principal expressed himself very well with the parents. (SP)
- The principal had a lot of confidence with the parents. (SP)
- He gave the students confidence. He helped us a lot. We have no explanation as to what happened. (SP)
- Principal De la Huerta spoke Spanish and that is very important. (SP)
- Mr. De la Huerta met our students outside every morning. (SP)
- Mr. De La Huerta always fights for the students. (SP)
- Appreciates the dyslexic program, supportive: started by Mr. De La Huerta (principal).
- I remember the attention that the Principal and the office gave me when I came to give a message to my daughter at school. (SP)
- The Principal seemed like a very nice person. (SP) (2)
- Losing our principal has been a huge challenge for the school. (SP)
- What happened to the principal? We have no information. (SP)
- At this point, I am looking for another school. (SP)
- I want Mr. De la Huerta back in Dobie or I'm going to move my student. (SP)
- Return Principal De la Huerta. (SP) (3)

- All of us want the Principal back. (SP)
- We want Mr. De La Huerta to come back. If he can't come back we want someone similar. (SP)
- Is there a possibility that he will come back? (SP)
- No communication about the situation. (SP) (2)
- The district always does these things. (SP)
- The district is not fair – they made the change without justification. (SP)
- What plans does the district have for transition relating to the children? (E)
- Is there going to be any communication going forward? Have not been able to reach anyone at the school. When the call is returned, made to feel like it's the parent's fault for lack of communication. (E) (2)
- There is a solution to fix all of this. It is united parents. (SP)
- We want to fight. (SP)
- They have to listen to the voices of the parents. (SP)
- We did not have the opportunity to meet with the Principal during this time. The district says he can speak to us but we know he can't. (SP)
- Listen on Univision. Why don't they want to tell the parents what happened? No explanation. (SP)
- We want the opportunity to say goodbye to the Principal. (SP)
- This is my first meeting. We just arrived from Honduras. We're trying to learn what's happening. (SP)

Question 2: What do you like about Dobie? What are its strengths?

Teachers/Academics

- We like that there are classes in Spanish for students. (SP)
- Teachers and administrative staff work hard, build a sense of community. Appreciates Dobie being a community school. (SP)
- Special Education programs. (SP)
- College-bound programs and dyslexia programs. (SP)
- My daughter has no complaints - she has good teachers. (SP)
- My son likes to be at Dobie. We live close. (SP)
- We are happy. My child likes school. (SP)
- Everything is good with my son. Teachers are attentive. They contact me if there is an issue. (SP)
- My daughter has been here 2 years. Has been good. Good teachers. Good after school programs. Better than being at home on the phone. (SP)
- Up to now, my daughter is fine. No issues. Everything is good good right now. Is better than before. No problems. (SP)
- My daughter's first year. Can't say much. What we heard I like because it's close and the teachers don't want my daughter to do bad. (SP)
- Teachers are good. Good communication. For me, it's good. (SP)
- Mr. Courtney. Good teacher!!(Students)
- Band field trips. Time together in a comfortable spot. (Students)
- Mr. Cruz is chill. (Students)
- Playing sports is good. (Students)
- Ms. Maduro-Johnson makes math fun! (Students)
- Lockers. (Students)
- Dobie is the most advanced school around here. This is my daughter's last year. Has resources, lots of activities. The level at Dobie is due to the work of its community. (SP)
- There is nothing good right now. (SP)
- The effort of the teachers. (SP)
- Teachers work hard, communicate with parents whether students are doing good or bad. (E)
- Likes teachers, they are concerned and care about the children (E) (2)
- Likes AVID program, teachers work hard, likes immediate communication when concerns arise. (E)

- Appreciates the dyslexic program, supportive: started by Mr. De La Huerta (principal). Keep the AVID program which is a good program. (E)
- Before school program is good, helpful, strengthens relationships, encourages good grades. (E)
- Teachers are willing to step up and do above and beyond what is fair. Teachers take ownership of the community and students. See a problem and step up. Come a long way with our grade team meetings. Problem solving what they see. Grit and determination. Teachers love being at Dobie. (Teachers)
- I'm fairly new to Dobie. All of the teachers huddle up to gather information to find a solution, solve problems. They include everyone. For the most part students are great. Love the feel, the energy of the teachers. Being problem solvers. (Teachers)
- Usually rough to retain teachers, but we are retaining core teachers. People want to be at Dobie. (Teachers)

Supports for Families/Students/Community

- Supports for children when they are going through something difficult. Need more. (SP)
- Family Resource Center that is for us. Not many schools have this opportunity. (SP)
- Work Mr. Carrasco, Family Resource Director, does is amazing in outreach to the community. (Teachers)
- The FRC really helps. When it's all hands on deck everyone jumps in. (Teachers)
- Resources for parents and finding ways to better the school. (SP) (2)
- Job opportunities for parents offered through the Family Resource Center. (SP)
- Food distributions by the FRC/Austin Voices. (SP) (2)
- Programs like Communities in Schools and Austin Voices. Necesita más apoyo de salud mental para estudiantes y tutoría. (SP) (3)
- I like the adult English classes. (SP)
- I like the after school programs. (SP)
- I get extra help with tests. (Students)
- ACE afterschool program is great. I meet friends, clubs. (Students)
- I like the programs, both during the day and after school. (SP)
- For me, Dobie is a good school in that it has lots of resources. Helps us economically and emotionally and not all schools have it. The community is good. Look at all these parents. (SP)
- Dobie is the most advanced school around here. This is my daughter's last year. Has resources, lots of activities. The level at Dobie is due to the work of its community. (E)
- Robust support system for students; sports, theater teacher encourages students, engaged with ACE. (E)

Attendance

- I live near the school. (SP) (3)
- My daughter is very punctual. (SP)
- They call me when my daughter does not attend, good communication with parents. (SP) (3)

Safety/Security

- Good teachers. They protect children in and out of school.

Communication

- I remember the attention that the Principal and the office gave me when I came to give a message to my daughter at school. (SP)
- In the past, teacher have communicated with us. (SP)
- When teachers are worried about my son, they call home. (SP)
- I liked when Principal De la Huerta explained things to us when we started school in the fall. (SP)
- They send email, communicate with parents. (SP)
- There was a lot of communication before with the former principal. (SP)
- The principal (before) was easy to communicate with. (SP)
- Teachers are good. Good communication. For me, it's good. (SP)

School Climate/Behavior

- I like the school unity. (SP)
- My girl comes home happy. (SP) (2)
- Relationship with co-workers, kids, teachers lean on each other. (E)
- 90% of the kids have good hearts. Some make bad decisions but we're working with them as hard as they can. That is what reminds you what the work is about. (Teachers)
- Likes the school, sense of community the teachers. (E)
- We have responsive parents who really care about learning. (Teachers)
- Teachers embrace the new teachers. Out in the halls working with problems. Urging students into class. We stay connected as a community of teachers. The place to go vent. You have to want to be at Dobie. A calling. (Teachers)
- Teacher community is very strong, especially our SPED department.

- Have a caring community. Other stakeholders also love Dobie. Could sense the positive culture that is there. Does not happen on other campuses. Feels like we're all in that together. (Teachers)

Question 3: What challenges does Dobie face? What could be strengthened?

Teachers/Academics

- Students need written homework to do at home. (SP)
- Help the teachers. They are overwhelmed. (SP)
- Need more staff! All we get are subs. There is a lack of teachers. (Students) (5)
- Turnover, retirement of teachers. (E) (5)
- Rude teachers and staff make a bad learning environment. (Students)
- Teachers are hard on us because they do not get paid enough so they take it out on us. (Students)
- ACE gym after school is 3 days a week instead of 5. (Students)
- We have systems that have been working and were built over time. PBIS really worked, but we have had the PBIS person out. CARY person is new. We need more staff working with kids. Also, teachers being out and there are more subs. Kids take advantage of that. Subs don't know kids. There's a lot more of them than us. Running after kids in the hallways. (Teachers)
- Substituted in a class with over 30 kids: crowded classroom. Need more subs, district needs to help with classroom size management. (E) (3)
- Teachers having students added because of lack of subs. Sometimes required to separate classrooms because of no subs. (E) (2)
- How can we help teachers? They need to help the teachers. (SP)
- Send a message to the parents to come help the teachers. (SP)
- More communication is need about programs at school. Parents don't know. We don't have programs because we don't have teachers for them. (SP)
- Need more information on programs like dyslexia. (SP)
- Need more programs for children and need more teachers for those programs. (SP)
- Bring more programs to the school like Mr. De la Huerta did. (SP)
- Uncertainties, COVID, budgets, labor issues/not enough staff. (E) (5)
- Lack of communication between teachers/parents on programs – for example the TWILIGHT Program. (E)

Supports for Families/Students/Community

- Focus on helping students with supports. Many are struggling. Mental health supports are not enough. Thankful for the CIS. (SP) (3)

- Keeping kids in the classroom, any classroom, can be a problem. I don't have some of the same struggles as an elective (AVID). I know most of the students, see the same handful of students in the hall. Would be better served in the classroom than the bathroom or hallway. Keeping kids in classroom where they're learning. What do we do when they act up and disrupt a class. Maybe the kid is having a bad day. Needs a walk around. Need a plan in place to help students who prefer not to be in the classroom. Something to deal with that. Whatever award or consequence would keep them in the classroom. Have heard better engaging lessons is what I hear but maybe that isn't always the problem. Need a place where they can take a break, get it out of their system. Go to the mindfulness room. (Teachers)
- Needs to be a reset button on everything. I do have many check ins with students during the day. There are students always roaming the hallways. Everybody is being pulled in one way or another. We don't have enough staff members. Our subs are struggling. I can honestly say that I'm getting worn out. Trying to do the best I can. At the end of the day I also have to take care of me. (Teachers)

Attendance

- Problems with communications about attendance. With so many subs who don't know the students, kids who are in class are being marked absent. (SP)
- The office told me my daughter had disappeared from school. I left work to come. She was actually at school and was not marked present by a sub. (SP)
- They are not recording attendance well. (SP)
- Need help with attendance and tardies. (Teachers)
- Anything our children do during the school day needs to be communicated the same day, not the next. I had an issue with mine. Told the office to keep an eye on her. Told them to contact me if needed. This is important because a lack of communication between the teachers, my daughter was counted absent and they called me and told me my daughter wasn't here and I panicked. Turns out a teacher sent an email to her other teacher letting her know that she was finishing up a test. They need better organization and communication. (SP)
- COVID is causing many teachers to miss school. (SP)

COVID

- The pandemic has been a huge challenge for our students, teachers and families. (SP)
- There needs to be control at the school because of the effects of the pandemic. (SP)
- I'm also worried about the virus and I don't know what to do. I have a sick daughter but she tested negative. I don't know what to do. (SP)
- Students/parents needing more time to makeup assignments due to missing because of COVID. Tardies not being communicated to parents. (E) (2)
- COVID Stage 4. Why is school being kept open? (Students)
- More students are getting COVID. Most students aren't vaccinated and they need to be. (Students)

- Stop COVID from spreading. Continue to wear masks. (Students)
- During COVID, for 2 years, students social skills were accepted at home, but at school kids have not adjusted. Students are not able to determine between school appropriate behavior and outside of school behavior. It's a hard adjustment for kids and for teachers. (Teachers)

Safety/Security

- We need more people watching out for students after school. (SP)
- One of my kids is comfortable in the school; the other is not due to bullying concerns. (E)
- We need more safety for our children going to and from school. (SP)
- Sometimes cars and student fail to respect the traffic signals. (SP)
- Have more vigilance on the bus with behavior. (SP)
- Needs to be more security to keep fights from happening. (SP)
- Fights happen too often. (Students)
- The insecurity with kids. Lots of fights. Today there was a fight. They need to work on fights. (SP)
- Pre- and post-COVID. Prior to COVID we had discipline issues but our campus had come through a huge change over years. Plans were put in place. Referral rates went way down. More positive referrals. Took awhile to build that culture. Post COVID, having never navigated these water, there is insecurity about how to meet both student and teacher needs. Pre-COVID it took hard and fast discipline. After the pandemic hit, all that positive progress was halted. (Teachers)
- I agree about the fights that kids are fighting. This makes the school look bad. This is where a bad reputation starts. If I hear that, I don't want my kid here. That means they have no security and they said that they weren't going to allow phones so why are they still allowing them? (SP)
- Teachers need support on how to discipline students with negative occurrences: fighting, vaping, selling vaping oils. (E) (4)
- Child reported to parent that school said an adult would be placed in front of bathrooms – but that's not happening. (E) (4)
- Now with fights, my daughter is concerned to go to class. Whatever happens, call me or dad. If they take the phones? (SP)
- Before, with the former principal, when there was violence, many parents came to the school for lunch for better security. No longer. (SP)
- We had plans before (with the former principal) - parents at lunch to reduce the fighting. (SP)
- There are many fights between the students. (SP) (2)
- I agree with her. Also, my daughter says there are a lot of fights and would like more security and more communication. (SP)

- More support in the cafeteria. (SP)
- When I leave my student, I see students leaving the school. (SP)
- I agree. To solve issues, more security. Make security guards to stop the fights. Also communication. Communication will be solution to problems. (SP)
- We want plastic backpacks to have better security. (SP)

Communication

- Parents need more communication with teachers. (SP) (2)
- Better communication – great programs but parents do not know about them. Mean what you say and do what you say – keep your word. (E) (2)
- Finding out about things from children, not school. A lack of communication. (E) (5)
- Is there going to be any communication going forward? Have not been able to reach anyone at the school. When the call is returned, made to feel like it's the parent's fault for lack of communication (E) (2)
- I would like more information about my child's grade information. (SP) (2)
- When contacting school – voice mail comes on. (E)
- I don't know her teachers or her schedule. She had an appointment didn't know what teachers to contact. Would like to be more informed. (SP)
- I agree but also the communication between teachers and students. Covid. When my son started, that's when Covid started. Covid hit, the communication between teachers and parents ended. They are forgetting about us. Teachers should still communicate with us. The link between teachers and parents, that's the most important. More communication. (SP)
- Communication with teachers and parents to find out how our students are behaving. (SP) (3)
- The manner of communication by the office should be better. (SP) (2)
- Improve the service level of the school office. (SP)
- Parents should chat with teachers every week or month. (SP)
- There was more communication with Mr. De La Huerta as principal. (SP)
- We need more communication with the teachers. (SP)
- We prefer communication from the school through text and personal calls. (SP)
- There needs to be more parent communication. (SP) (6)
- Meetings have to be later, like at 6 pm. Like tonight's meeting. (SP)
- More Meetings and Meetings. (SP)
- We must return to the practice of bringing parents together at meals. (SP)
- Encourage parents to be more present. (SP)
- We need more information and meetings, and I need more information in another way. I don't use the phone and I need information in person. (SP)

- Parents don't help the school when they are called, because the district does not say something clear and provide answers. (SP)
- When the internet incident happened, what was done about it? I'm talking about the kid who wanted to come to school with a gun. The children had to go to psychologists. They were afraid to come to school. Poor communication with parents. (SP)
- What bothered me was about the shooting. Why didn't they tell us? I heard it from someone else. When I heard I was upset and called the office. No one answered. Tell us. At least then we can send our kid with information. I sent her to school that day because she can't stay at home alone. I had to learn about this from someone else. (SP)
- I agree but I heard about the shooting from my friend. I called the office and no one answered. I came to the school and was told not to worry that it was a joke. This is not a joke. For us it is scary, not a joke. (SP)
- I heard about drugs. Also about the shooting. My son heard about on Snapchat the Friday or Saturday before and he did not want to go to school. Send communication. He didn't want to come to school. He finally did. Now, the fights. Need a police officer, I don't know. That's what we need here at Dobie.
- The district is doing the schools wrong. They did not communicate with them when the internet thing about the boy with the gun happened. (SP)
- The district hasn't said anything about the gun yet. (SP)
- More communication is need about programs at school. Parents don't know. We don't have programs because we don't have teachers for them. (SP)
- No communication about the situation. (SP)
- More information from the district about the school. (SP)
- Need more information on programs like dyslexia. (SP)

School Climate/Behavior

- Change has affected students. Also recently learned the substitute principal's last day is Monday, January 31st – another disruption for children. There is low morale and no information shared with teachers either. (E)
- Morale. Whatever happened with the principal and the uncertainty and not knowing is affecting us. Will take some time to get over it. Our campus admins treat us as professionals. Have meetings where we can give input on systems. I've seen the efforts of trying to tweak systems. We need to end this year strong to start next year stronger. It has been hard to go back and do school as usual when this is not a usual school year. Would have been better if we had focused on getting kids better instead of pretending this was a normal year. (Teachers)
- What plans does the district have for transition relating to the children? (E)
- Transition challenge: from interim to permanent principal – how is morale going to be built? (E) (2)

- Have more student pep rallies to bring up the school because nothing has been going on since COVID. (Students)
- School needs joy. (Students)
- Go back to students wearing uniforms. (SP) (3)
- Be stricter with the uniforms. (SP) (2)
- Change the color of the eighth grade uniforms. (SP)
- We need more rules for the phones and the dress code. The children come to school very badly dressed with torn pants. (SP)
- You can create a regulation for cell phones for children. I want to take the phone away from him but the other students have it, so it's no use. What can we do? (SP) (2)
- Cell phones are a problem for kids. (SP)
- There needs to be more control inside the school and in the classrooms right now. (SP) (3)
- Children need to have more consequences. (SP) (2)
- There needs to be control at the school because of the effects of the pandemic. (SP)
- How students behave at school is a big challenge. (SP)
- Among the children there is a lot of bullying and the parents do not realize it. (SP)
- Teach students how to have more respect with teachers, with those in the cafeteria, and with themselves. (SP)
- Need more mentoring programs for students. (SP) (2)
- We need more mentorship opportunities, more community partnerships of all sorts, and real restorative practices along with natural consequences. (Teachers)
- We need to make it worthwhile to for our students to try their best. IXL also does not seem helpful to student learning, just to adult's collecting faulty data. Faulty because many kids have no motivation to answer questions for 90 minutes at a time. We as adults would be worn down by that as well. (Teachers)
- District mandates IXL. No adult would want to spend that much time answering questions. Is it supposed be an intervention? Need to examine. (Teachers)
- Kids need a lot of adult time that isn't transactional. Need mentorship. Programs outside in the community to fill in what kids don't get. Who knows what they have to deal with. We have a wonderful CIS program They can't cover everybody. Restorative practices. (Teachers)
- Meeting about bullying and gangs with someone who has been through that situation and can guide students to a good path. Also classes for children and parents because they fight a lot. (SP)
- At school, students fight and the teachers don't tell them anything at most of the schools. (SP)
- Better security in the transitions between classes and at the end of the day. (SP)

- Sometimes kids come here scared. They don't want to worry whether their teachers are there. My daughter didn't want to come because of this. She's supposed to be happier. (SP)

Technology

- Need to have more restrictions on use of the laptops. (SP)
- Students need written homework to do at home, not just online. (SP)
- Remove computers. (SP)
- Cell phones are a problem for kids. (SP)
- Only problem is my son's modem was taken they didn't want to return it. That's the only problem. Don't know what can be done. Do I have to report it elsewhere? (SP)
- Parent portal – not able to log in with Chrome; passcodes not working. (E)
- Need more tech support and training for parents. (E)

Question 4: What other ideas do you have that would make Dobie a better school?

- Community dinner – great. Hopes the district will listen to concerns and act on them. Communicate/acknowledge issues. (SP) (2)
- Utilize CAC to help with lack of communication. Use Family Resource Center/PSS. Have students share their thoughts on a regular basis. (SP) (2)
- Send a message to the parents to come help the teachers. (SP)
- Have more volunteers at the school. (SP) (E)
- School needs to be more transparent about its needs. (E)
- If classes were smaller, teachers could have more 1:1 with kids and be more involved and know them better. (E)
- What can one do to help the teachers and the school? (SP) (E)
- Parents have to come help. They can come to supervise students. (SP)
- I want a group of parents who monitor outside after school and to be at lunch and in the hallways. A school in Washington implemented it and it went great. Especially with 8th grade. 6th grade they're fine. 7th grade they're waking up. This would be a great alternative for parents to help. With us parents, they'll be more likely to listen. (SP)
- More communication with parents is needed. (SP)
- More communication from the Principal and staff with the children and parents. (SP)
- Meetings have to be later, like at 6 pm. Like tonight's meeting. (SP) (E)
- More Meetings and Meetings. (SP)
- Parents-teachers-principal have to meet regularly. (SP)
- Once a month we need a parent meeting like Mr. De La Huerta used to do. (SP)
- Create/improve website and marquee and use it. Have a "suggestion box" and ensure it is monitored. (E)
- More support is needed in the cafeteria. (SP) (2)
- More security. More cameras. Televisions for parents to view cameras where students are at school. (SP)
- More security would be better. Kids are always fighting. Tell my daughter to stay away from fights. If you have problems, tell me and I will tell the office. Don't pay attention to those kids. (SP)
- More security and police. (SP) (10)
- Tardy sweeps help get students to class. (Students)
- More minutes to get to class. (Students)
- When new rules are made, get student feedback! (Students)
- Better food and snack machine for students. (Students) (3)

- Students need to be able to use their phones. (Students)
- More breaks makes learning more interesting. Take time to learn. (Students)
- School should have half days/early release. (Students)
- More afterschool and more morning activities, like art, soccer, volleyball, games, track. (Students)
- Landscape the school. Repaint and plant trees. (Students)
- Teach students how to have more respect with teachers, with those in the cafeteria, and with themselves. (SP)
- We want to raise the level of respect for teachers and others. (SP)
- Need more mentoring programs for students. (SP)
- They shut the bathrooms at lunch. If they need to use the bathroom when in class, they need to ask permission and are being monitored. (SP)
- Meeting about bullying and gangs with someone who has been through that situation and can guide students to a good path. Also classes for children and parents because they fight a lot. (SP)
- Education for parents on how to talk to their kids.(SP) (3)
- Unity with teachers and parents against violence-bullying. (SP)
- Get more students vaccinated by given the vaccinations at school during the day. (E)
- Teachers unite to protect children. (SP)
- Self-care is vital! (Teachers)
- Better security in the transitions between classes and at the end of the day. (SP)
- We want a new building for Dobie. Classrooms are always too hot or too cold. (SP)
- Suggestion by teacher to go to website and click link to get direct contact information, bypassing front office when always getting voicemail. (E)