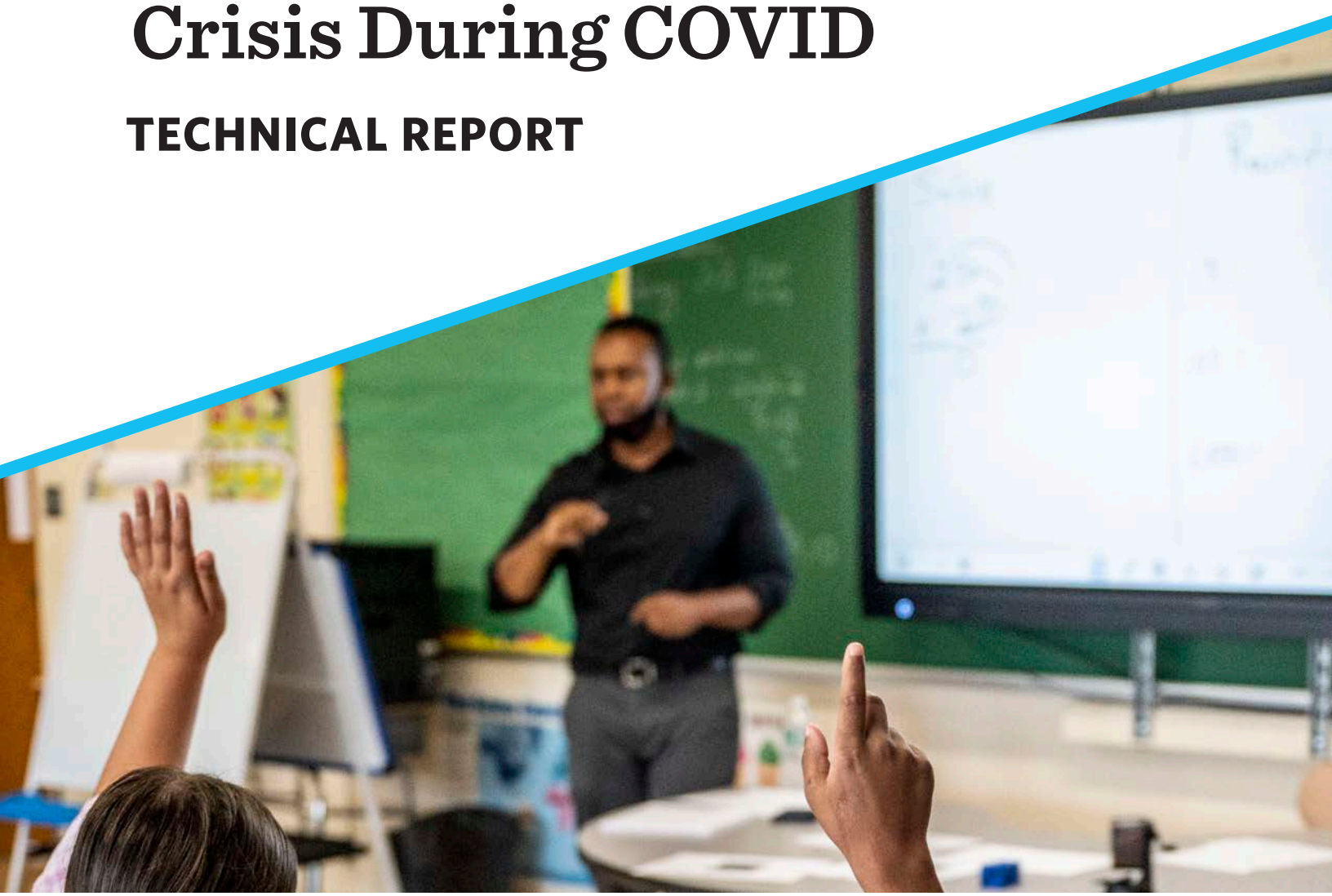
AMERICAN PSYCHOLOGICAL ASSOCIATION

APA TASK FORCE ON VIOLENCE AGAINST EDUCATORS AND SCHOOL PERSONNEL

Violence Against Educators and School Personnel: Crisis During COVID

TECHNICAL REPORT



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Overview

This technical report outlines key initial findings from the American Psychological Association (APA) Task Force's Violence Against Educators and School Personnel survey. The APA Task Force administered an online survey to teachers and other school personnel (i.e., staff, social workers, psychologists, and administrators) across the United States (U.S.) during the 2020-2021 school year. This report specifically captures interests and plans to quit or transfer, victimization experiences, perceptions of safety, and recommendations during the COVID-19 pandemic from about 15,000 participants. As teachers and schools learn to adjust to the realities of education during COVID, it is important to understand school safety concerns and how to best address them to create an effective and safe environment for students, teachers, and school staff. Several main points from this study are:

- A significant portion of respondents in all roles reported a **desire to transfer or quit the education profession**.
- Respondents identified **verbal and threatening violence from students, parents, colleagues, and administrators during the COVID-19 pandemic.**
- Educators and school personnel experiences of p**hysical aggression** were **primarily from student aggressors.**
- Members of all groups **expressed concerns for student academic well-being,** with a specific focus on students needing additional supports.
- Members of all groups reported s**ignificant concerns about their safety related to the COVID- 19 pandemic,** such as teaching in-person, masks, vaccinations, and social distancing. Participants cited the need for additional training and services for staff and students, including mental health, trauma-informed care and cultural awareness.
- Respondents also indicated concerns about **broader community and systemic injustices** impacting their schools, such as neighborhood safety, poverty and unstable homes.






Introduction

The U.S. is experiencing trends of dramatic employee turnover in our nation's schools.

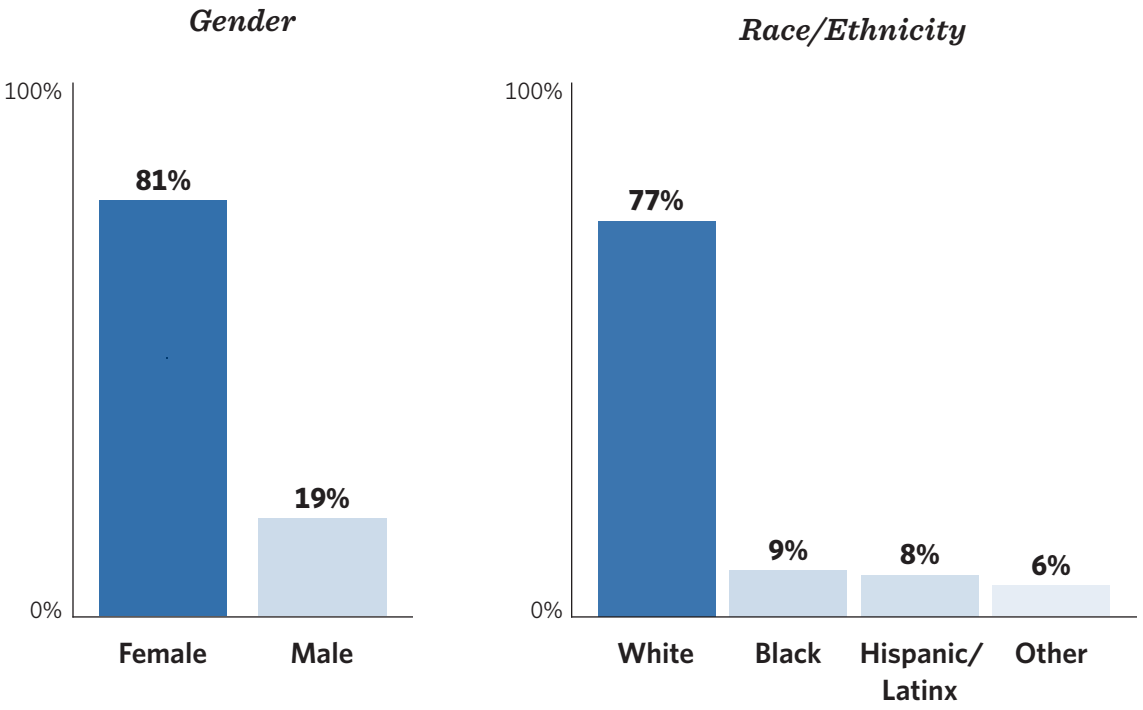
Current and future decisions to leave the field of education affect the quality of our schools and the next generations of learners, teachers and school leaders in the nation. Physical and verbal violence directed against teachers may be exacerbating reports of high stress, transfers and leaving the profession. Based upon a sample of **nearly 15,000 adult school stakeholders from all 50 states, including teachers, school psychologists, school social workers, and school staff,** we present the viewpoints and concerns of school personnel across the country and offer recommendations based on their reports for what can be done to prevent and address this trend.

The APA Task Force for Violence Directed Against Educators and School Personnel administered an online survey to teachers, school administrators, school psychologists, school social workers, and other school staff (e.g., paraprofessionals, school counselors, instructional aides, school resource officers) between July of 2020 and June of 2021. This national survey was conducted to assess the rates, types, and experiences of violence and victimization of school personnel by aggressors such as students, parents, colleagues, and school administrators. The Task Force took an ecological approach to assessment, accounting for regional, school and individual demographic variables. The primary goal is to assess the current state of school personnel violence and victimization during COVID to advance understanding of this public health problem and generate research-based solutions.

Quantitative Methods

DESCRIPTION OF SAMPLE

The sample of 14,966 participants includes 9,370 teachers, 860 administrators, 1,499 school psychologists and social workers (934 psychologists, 526 social workers, and 39 other), and 3,237 other school staff members (e.g., paraprofessional aide, school resource officer, school counselor). These respondents spanned all 50 U.S. states and Puerto Rico. The largest portion of the participants came from the Southern U.S. (38% of sample), followed by the Midwest (24%) and West (24%), with the fewest participants from the Northeast (13%). The racial/ethnic distribution of our sample was remarkably similar to the race/ethnicity distribution of U.S. teachers (NCES), with around 77% of the sample identifying as White. Most participants indicated they were female, and the average age of respondents was 44.5 years old. Over 94% of participants are from public schools.



QUANTITATIVE MEASURES

Desire or Plan to Quit or Transfer Jobs

Respondents were asked, " Based on your experiences with violence at your school and your concern with school climate issues, please rate your agreement with the following." To measure intentions to transfer, participants rated: 1) "I want to transfer to a different position or school/district"; 2) "I plan to transfer to a different position or school/district"; and 3) "COVID-19 has increased my desire to transfer to a different position or school/district." To measure intentions to quit, participants were presented with the following options: 1) "I want to quit my profession"; 2) "I plan to quit my profession or retire early"; and 3) "COVID-19 has increased my desire to quit my profession or retire early." Survey options range from strongly disagree (1) to strongly agree (6), and we report on the proportion of participants who selected agree or strongly agree. The intentions to transfer and intentions to quit scales had Cronbach's alpha coefficients of .90 and .89, respectively.

Verbal and Threatening Violence

Participants were asked to indicate how often they had experienced eight types of violence during COVID from students, parents/guardians, colleagues, and administrators. The types of verbal and threatening violence are listed. Participants were considered to have experienced verbal and threatening violence if they marked at least one of the eight items. The verbal and threatening violence scale had a Cronbach's alpha coefficient of .81.

	Never	Once	A few times	Monthly	Weekly	Daily
Obscene remarks or gestures	1	2	3	4	5	6
Intimidated	1	2	3	4	5	6
Slurs or verbal attacks based on demography	1	2	3	4	5	6
Verbally threatened	1	2	3	4	5	6
Bullied	1	2	3	4	5	6
Publicly humiliated	1	2	3	4	5	6
Cyber/internet bullying	1	2	3	4	5	6
Sexually harassed	1	2	3	4	5	6

Physical Violence

To measure physical violence, participants were asked to indicate how often they had experienced three types of physical violence during COVID from students, parents/guardians, colleagues, and administrators. The three types of physical violence were: "objects thrown at me"; "ordinary object used as a weapon"; and "physically attacked." Response options included 1 (Never), 2 (Once), 3 (A few times), 4 (Monthly), 5 (Weekly), and 6 (Daily). Participants were considered to have experienced verbal and threatening violence if they marked at least one of the items. The physical violence scale had a Cronbach's alpha coefficient of .85.

Quantitative Results

In this section we present quantitative results from teachers and other school personnel in Pre-K through 12th grade schools, including 1) reported desire or plan to quit or transfer jobs by school stakeholder role; 2) verbal and/or threatening violence from school stakeholders, including students; and 3) physical violence by students.

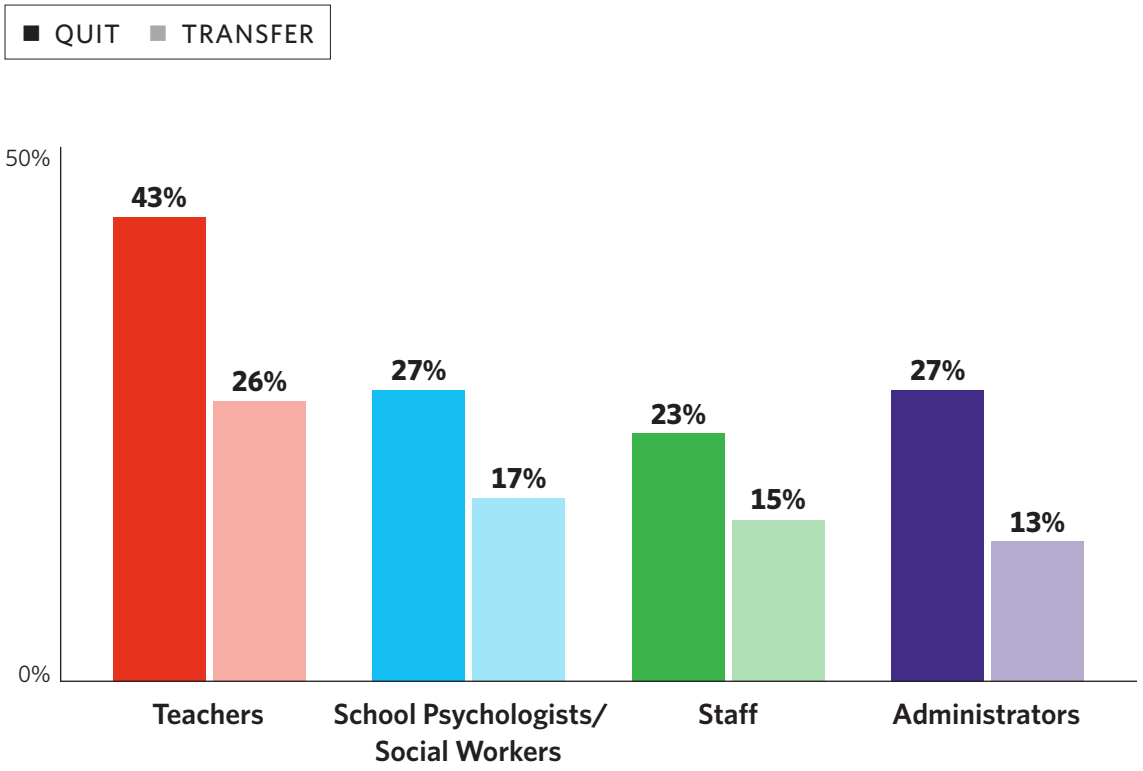
RESULTS

Desire or Plan to Quit or Transfer Jobs

Participants' intentions to transfer to a new position or quit their profession entirely were assessed. A higher proportion of respondents reported a desire to quit (36%) the profession than to transfer (22%). See Figure 1 for quit/transfer results by school stakeholder role.

FIGURE 1.

Desire or Plan to Quit or Transfer Jobs by Role





DESIRE OR PLAN TO QUIT

Between 23% and 43% of all respondents reported that they wanted to or planned to quit the profession. Across all four regions, more than one-third of respondents (34% to 38%) indicated a desire or plan to quit. Respondents from the South and Northeast reported the most frequent desire or plan to quit (38% and 37%, respectively) compared to the Midwest and West (35% for both). Suburban and urban respondents were more likely to report an intention to quit the profession compared to respondents from rural regions. More than one-third (37%) of Public school respondents reported a desire or plan to quit the profession, whereas Private schools and Other schools evidenced a desire or plan to quit that was greater than one-quarter of respondents (i.e., 30% and 26%, respectively). Of all stakeholders, teachers were the most likely to indicate a desire or plan to quit (Figure 1). Across all five developmental levels, the proportion of respondents who reported that they wanted to or planned to quit ranged from 31% to 40%. Respondents teaching at the middle school and high school level reported the most frequent desire or plan to quit (38% and 40%) compared to respondents teaching at schools pre-K to 6th grade (34%), pre-K to 9th grade (33%), and those including all grades (31%).

Non-binary and multiple gender identity respondents were more likely to report a desire to quit the profession relative to binary respondents. Nearly half (45%) of bisexual respondents reported a desire or plan to quit, higher than gay or lesbian and heterosexual respondents (41% and 36%).

DESIRE TO TRANSFER

The proportion of respondents who reported a desire to transfer to a new position ranged from 13% to 26% across all roles. Similarly, in all four regions more than one-fifth of respondents reported some desire to transfer (20% to 24%). Suburban and urban respondents were significantly more likely to report that they intended to transfer compared to rural respondents (24% suburban and urban vs. 18% rural). More than one-fifth of Public school respondents (22%) agreed with at least one of the statements assessing intention to transfer. Teachers were more likely to report a desire to transfer compared to other school stakeholders (Figure 1). Across all five developmental levels, the proportion of respondents who reported a desire to transfer ranged from 17% to 24%. Similar to rates of plan or desire to quit, respondents teaching at the middle school level reported the most frequent desire to transfer (24%), followed by respondents from pre-K to 9th schools and high school (23% for both).

Overall, compared to newer teachers, teachers with more years of experience were more likely to report a desire to transfer to a different position or school district. Teachers who reported non-binary or multiple gender identities were more likely to want to transfer to another school than others. Over one third (36%) of bisexual respondents reported a desire to transfer, higher than gay or lesbian and heterosexual respondents (29% and 21%).

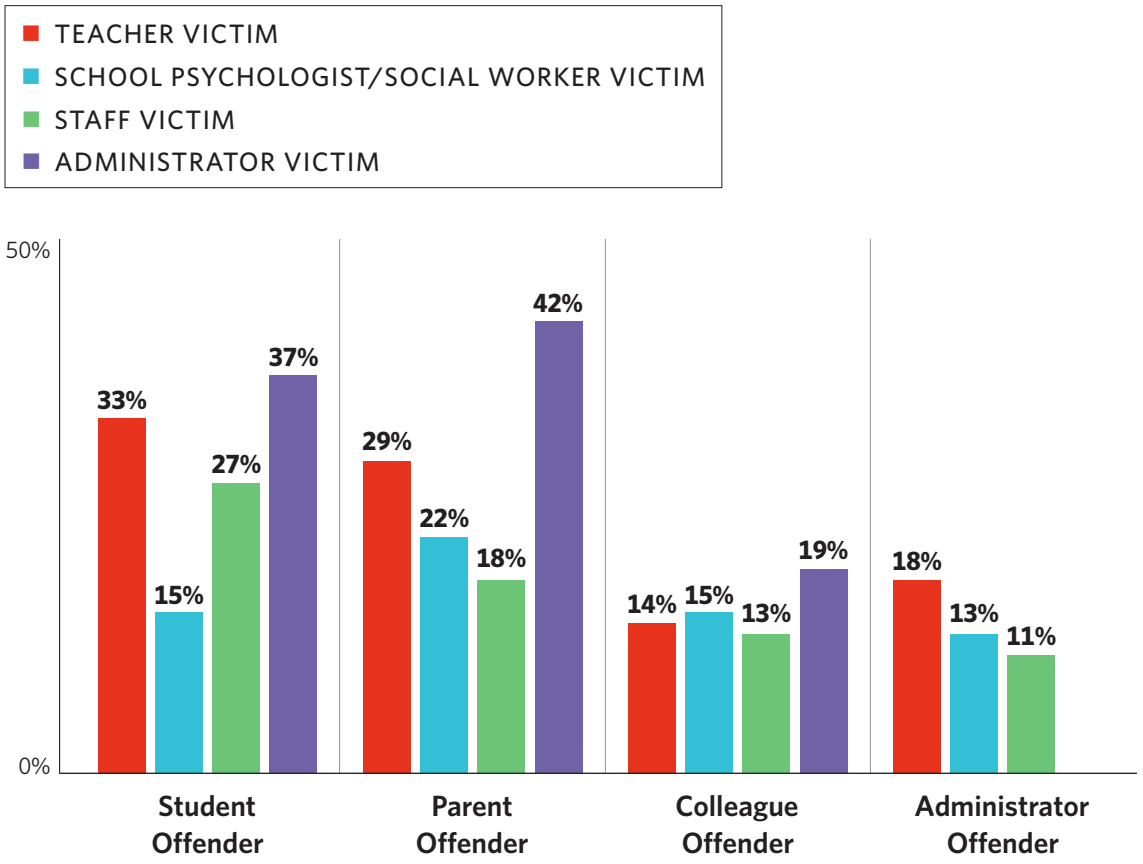
RESULTS

Verbal and Threatening Violence Against Educators and School Personnel

One-third of surveyed teachers reported they experienced at least one incident of verbal or threatening violence from students during COVID (e.g., verbal threats, cyber bullying, intimidation, sexual harassment). Over 40% of school administrators reported verbal or threatening violence from parents during COVID. All school stakeholders reported significant verbal or threatening victimization from students, parents, colleagues, and administrators. See Figure 2 for rates of verbal or threatening victimization across school stakeholder roles.

FIGURE 2.

Reports of Verbal or Threatening Victimization by Offender and Victim



In general, across all four regions, verbal or threatening violence perpetrated by students and parents occurred the most frequently, with rates of frequency across regions occurring between 23% and 33%. For student perpetrated verbal and threatening violence, rates were the highest in the Midwest (33%) and closely followed by the South (31%), whereas the Northeast (23%) endorsed less frequently. For parent perpetrated verbal and threatening violence, the West region (28%) was closely followed by the Midwest (27%) and South (27%), with the Northeast region again reporting the least frequent rate (24%). Verbal and threatening violence from colleagues was comparable across all four regions (i.e., 13% to 14%). The Northeast reported the most frequent verbal and threatening violence from administrators (19%) in comparison to the West (13%), which reported the least.

Across school types, verbal or threatening violence perpetrated by students and parents were the most frequent type of occurring violence. In Public schools, verbal or threatening violence from students was the most frequent type of violence (30%), closely followed by verbal or threatening violence from parents (27%). Of note, in Private schools, the pattern was reversed: verbal or threatening violence from parents (26%) occurred most frequently, followed by verbal and threatening violence from students (19%). For Other school types, verbal or threatening violence from students occurred the most frequently (34%) followed by parents (20%). Of note, verbal or threatening violence from colleagues was comparable across school types (i.e., 13% to 14%), and the same was true for verbal or threatening violence from administrators (i.e., 16% to 18%).

Across developmental levels, verbal or threatening violence perpetrated by students and parents were the most commonly occurring types of violence. Middle schools presented the highest rate of verbal and threatening violence perpetrated by students and parents (37% and 30%). In high school, there was also a notably high rate of verbal or threatening violence by students (32%) and parents (25%). In levels pre-K up to 9th, verbal or threatening violence by parents was the most frequent type of violence (28%), was closely followed by verbal or threatening violence by students (22%), and was almost double the verbal or threatening violence by colleagues and administrators (14% for both). Across all developmental levels, verbal or threatening violence by colleagues or administrators ranged from 14% to 16%. For other developmental levels, verbal or threatening violence by students ranged from 20% to 27% and ranged from 25% to 27% in violence by parents. Depending on race/ethnicity, 52% to 67% of respondents reported at least one incident of verbal or threatening student violence.

Across all sexual orientation groups, verbal or threatening violence from students was the most common ranging from 29% to 40%. Verbal or threatening violence across all perpetrators was most notable for bisexual respondents.



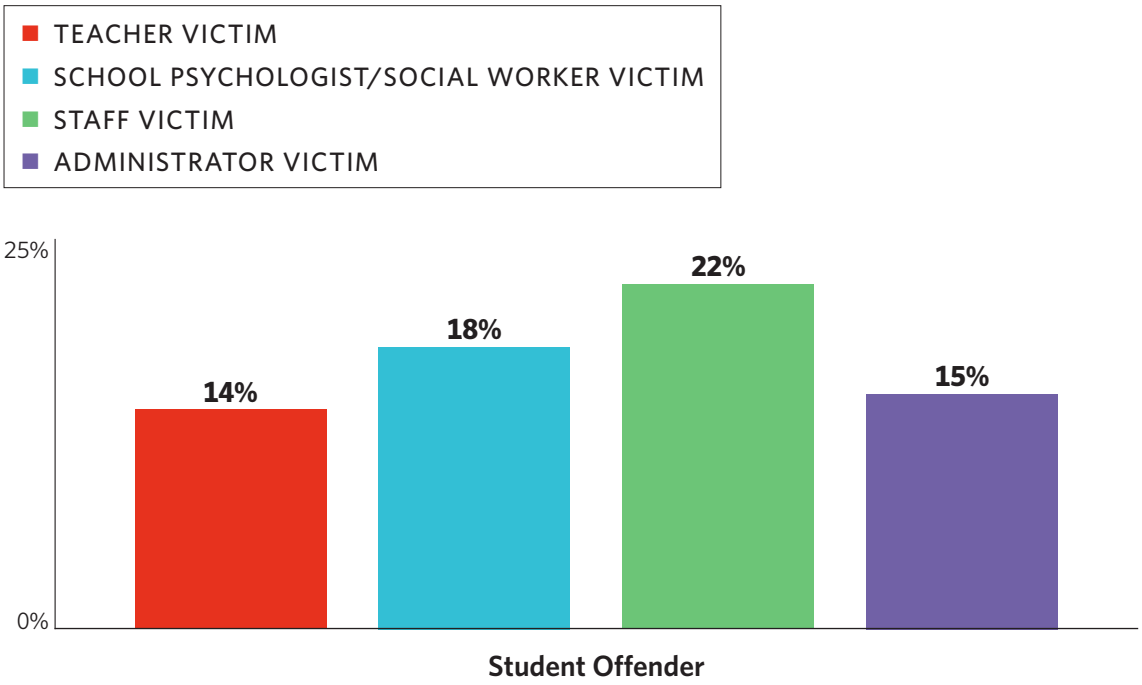
RESULTS

Physical Violence Perpetrated by Students

Participants were asked to indicate their experience with physical acts of violence in the school setting. Even under conditions of remote or hybrid instruction, teachers and school personnel reported experiencing significant physical violence (e.g., objects thrown at participants, ordinary objects weaponized, and physical attacks), primarily from students. Physical violence rates ranged from 14% to 22%. School staff (e.g., paraprofessionals, school counselors, instructional aides, school resource officers) reported the highest rates of physical violence, with 22% of staff reporting at least one incident of physical violence from students during COVID. See Figure 3 for rates of physical violence by students across school stakeholders.

FIGURE 3.

Physical Violence from Students



Physical violence committed by students occurred frequently in the Midwest (19%) and less frequently in the Northeast (12%). Across all geographic regions, physical violence perpetrated by students occurred more often (19%) than verbal and threatening violence (12%). Comparatively across all four regions, physical violence was rarely perpetrated by parents, colleagues, and administrators (reported by less than 1% of respondents). Across all school types, rates of physical violence committed by students occurred despite online and hybrid school operations. Public schools and Other schools evidenced a greater rate (16%) compared to Private schools (8%).

Across developmental levels, physical violence perpetrated by students was the most common. Physical violence from all other perpetrators was less than 1%. Physical violence from students was the most common in levels pre-K up to 6th (26%), nearly double or triple the rates of physical violence from students in schools including all grades (15%), pre-K up to 9th (13%), middle school (11%), and high school (6%). Physical violence from students was most common for bisexual respondents (21%) compared to heterosexual (15%) and lesbian or gay (12%).

Qualitative Methods

This section details the qualitative methods used to analyze six open-ended questions of the national survey administered to teachers, school administrators, school psychologists, school social workers, and other school staff. Historically, qualitative studies consist of relatively small samples; however, in this case a large quantity of qualitative responses were generated across multiple types of school personnel. Of the approximately 15,000 participants who completed portions of the quantitative survey, 10,390 participants wrote responses to at least one of the six primary open-ended questions.

QUALITATIVE APPROACH

It is important to highlight that the open-ended questions within the survey were strategically placed at the end of certain survey sections to present participants with the opportunity to provide real examples, elaborate, and provide additional context. For instance, sections of the survey typically consisted of a series of quantitative questions assessing a specific topic (e.g., experiences with violence) immediately followed by a qualitative question.

For the qualitative methods, the researchers intentionally did not quantify the qualitative responses. This was done to retain stakeholders' voices, emotions, thoughts, and suggestions regarding their school violence and victimization experiences. It is important to note that the questions and approach for both qualitative and quantitative components emerged from pre-existing research, theory, and expectations of school professionals. We believe that the qualitative data supports the quantitative data, adds participant voices, and humanizes the researched issues.

QUALITATIVE QUESTIONS

The six open-ended questions were:

1. Please share any other concerns you have regarding schools reopening or remaining closed.
2. What recommendations do you have for your school or district regarding reopening (e.g., policies, procedures)?
3. How have your experiences with aggression and violence differed in online versus in-person learning environments?
4. What are the biggest safety issues facing educators and staff in your school?
5. What policies, procedures, or interventions are needed to better prevent or address violence in your school?
6. What resources are needed to better address safety issues in your school?

RESEARCH TEAM

The qualitative analysis process took approximately four months. The qualitative research team consisted of 19 researchers (15 PhD students and Post Doctoral fellows, four APA Task Force Members) from four universities (UCLA, DePaul University, University of North Carolina Chapel Hill, and Rutgers University). Faculty, post-doctoral fellows, and graduate students from these four universities formed three independent teams to analyze the qualitative data. With over 10,000 respondents in the qualitative sample, and many researchers on the analysis team, several new processes and methods were created and tested to increase reliability and validity of the analyses.

QUALITATIVE ANALYSES

The research teams started with a sample of 6,754 teachers who responded to at least one qualitative question. This sample of teachers was randomly divided into equal and separate subsamples, and each of the three research teams was assigned a subsample of 2,251 teachers. Each of the teams independently conducted analyses of their assigned subsamples, which led to three sets of independent qualitative analyses for each question.

Within each of the three qualitative research teams, responses to the open-ended questions were categorized and analyzed within each specific question. Analyses for emerging themes were then conducted across six open-ended questions. Each team analyzed the responses in their totality because the different questions yielded similar themes. Themes and emergent categories were compared and discussed within each research group. When the process was complete within each university research team (following a month of processing within each group), the three research teams gathered to share and compare their three sets of independent findings on the three randomly assigned distinct teacher subsamples.

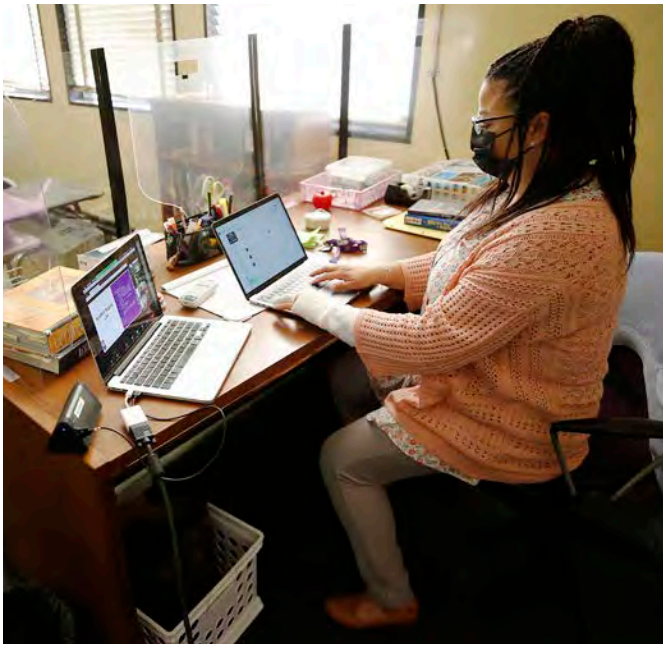
There was a high level of agreement across the teams in the categorization of themes with regards to the initial theoretical positivistic framework and the new emerging

themes. Though the three teams worked independently with different samples, all reported almost identical results. Most of the discussion with all 19 qualitative researchers focused on the best ways to frame the categories rather than substantive differences between the coding, categorization, or team interpretation.

The analyses of the three samples were then further processed by the DePaul University team to condense and synthesize the separate samples into one framework based on each team's qualitative coding, analyses, and the total group discussion. These more refined and condensed analyses were then brought to the 19-member research team a month later and were examined for agreement and consensus. There was full agreement and consensus that the condensation was representative of themes and ideas each of the universities presented. These more refined and condensed themes are presented in the findings section and appendices of this report (see Table 1 in the report and Appendix A). Our approach with three independent research teams analyzing three separate large subsamples sets a higher standard for reliability and validity of the results.

As a result of the successful process, which yielded a high degree of agreement and reliability on the overall themes, similar methods and processes were used for the administrator sample (n = 577). The administrator sample was split between the UCLA and UNC-Rutgers research teams. Each team explored the subsample of administrators as if they were conducting two separate studies. We used the culled themes from the teachers and also discussed the emergence of new issues that administrators raised in their responses. Following high levels of congruence between the analyses of the two samples, the DePaul team synthesized the results across questions and across teams (See Appendix B).

With the social worker (n = 396) and psychologist (n = 629) samples, a similar process was followed. UCLA team focused on the social workers and UNC-Rutgers team focused on the school psychologists, given each university had training programs in these professions and would be attuned to the nuances for each sample. Once analyses were completed within the two university research groups, the analyzed data were presented, compared, and discussed with all the members of the qualitative team. Once again, there was remarkable similarity in themes and subthemes within each of these samples. These themes were synthesized further by the DePaul team, presented, and discussed. Members of the analysis teams agreed these refined themes were, in fact, representative and a good synthesis of themes found across responses to each question and within each team (See Appendices C and D).



The staff sample and subsamples were approached using the same methods and process. The school staff represented a very diverse group of school professionals and school workers. They included but were not limited to bus drivers, secretaries, classroom aides, specialized academic special education instructors, nurses, and paraprofessionals (e.g., speech therapists). UNC-Rutgers analyzed the responses of the paraprofessionals and instructional aides (n = 240), while UCLA analyzed the responses of the school counselors, school resource officers, and other school staff (n = 798). As with the prior analyses, each university research team did the analyses independently and then met as a whole. As with the other groups, the school staff themes were similar to the teachers, administrators, social workers, and psychologists. The overarching themes were far more similar than dissimilar. The DePaul team refined and condensed the themes as they did with the other participants, presented to the entire qualitative team for consultation and consensus—and then to the entire task force. Condensed staff themes are presented in Appendix E.

Finally, the DePaul team further conducted analyses for the entire qualitative sample, across all stakeholder roles, for minor and highly nuanced differences in themes and intensity of responses. This was presented to the entire qualitative team for feedback, agreement, consensus, and corrections. There was unanimous consensus that these findings reflected and were aligned with the original university teams' findings and analyses. These similarities and differences across roles are presented below and in Table 1.

Qualitative Results

RESULTS

Similarities and Differences Across Stakeholder Roles

An analysis across stakeholders provides a perspective on the similarities and differences between roles with respect to school violence and concerns. It is important to note that these comparisons pertain to major themes and sub-themes identified. This summary, presented in Table 1 and described below, focuses on the most prominent sentiments provided by Teachers, Administrators, Psychologists, Social Workers, and Staff.

TABLE 1

Themes Across School Stakeholder Roles

AGGRESSION	
Aggression from students	• Identified as major theme across all roles • Verbal and Physical identified as major sub-theme by Teachers, Psychologists and Social Workers • Decrease in aggression due to online setting/social distancing identified as major sub-theme by Teachers, Psychologists and Administrators • Increase in aggression since returning to school identified as major sub-theme by Teachers • Positive experiences/lack of aggression identified as major subtheme by Administrators
Aggression from parents	• Identified as major theme across all roles • Increase in aggression since start of COVID from parents identified as major sub-theme across all roles • Verbal aggression identified as major sub-theme across all roles • Harassment identified as major sub-theme by Teachers, Psychologists and Social Workers
Aggression from colleagues	• Identified as major theme by Teachers and Psychologists • Harassment identified as major sub-theme across both roles who identified theme
Aggression or mistreatment from administrators/superior	• Identified as major theme by Teachers, Psychologist and Social Workers

PHYSICAL AND MENTAL WELL-BEING	
Physical Health	• Identified as major theme by Teachers, Psychologists and Administrators • Sickness/COVID concerns identified as major sub-theme across all three roles who identified theme • Concern for others identified as major sub-theme by all roles
Mental Health	• Identified as major theme across all roles • Concern for social and emotional health of students identified as major sub-theme across all roles • Concerns over depression, anxiety, suicidal behavior, self-harm, and drug use of both students and their families identified as major sub-theme by Administrators • Burnout/overwork/desire to quit identified as major sub-theme by Teachers
EDUCATION AND STUDENT SUPPORT	
Quality of Instruction (includes organizational concerns over hybrid mode, connection/interaction, etc.)	• Concerns with hybrid model identified as major sub-theme across all roles (e.g., interacting with students in virtual/hybrid format, too many responsibilities) • Concerns over student achievement (e.g., testing/assessments, falling behind) identified as major theme for Administrators and major sub-theme for Teachers, Psychologists, and Social Workers • Positive experiences with virtual learning identified as a major sub-theme for Administrators • Positive experience with return to school identified as a major sub-theme for Teachers
Special Education (includes student placement, EBD, SPED, IEPs)	• Identified as major theme by Teachers, Psychologists and Social Workers • Concerns over Special Education resources identified as major subtheme across all roles • Concerns over the unique experience of working with kids identified as EBD/SPED/IEPs identified as major sub-theme by Teachers and Social Workers • Inability to support SPED students online identified as major sub-theme by Teachers and Psychologists • The need for flexibility in programs identified as major sub-theme by Psychologists • Concerns over student placement identified as major sub-theme by Social Workers

POLICIES	
Discipline	• Identified as major theme by Teachers, Administrators and Social Workers • Hardening/softening practices identified as major sub-theme by Teachers and Social Workers • Exclusionary education identified as a major sub-theme by Administrators • Concern over consequences identified as major sub-theme by Teachers, Administrators and Social Workers • Satisfaction with policies identified as major sub-theme by Administrators and Social Workers
Communication and Support	• Identified as a major theme for Teachers, Administrators and Social Workers • Lack of power in decision making identified as major themes for Teachers, Administrators and Social Workers • Lack of proper transparency and protocols identified as major sub-theme for Social Workers and Teachers • Mistrust/doubt identified as major sub-theme by Administrators and Social Workers • Inconsistency between districts identified as a major sub-theme by Psychologists • Positive school climate identified as major sub-theme by Administrators • Good relationships with Colleagues/Administrators identified as major sub-theme for Social Workers
Expectation of Role	• Identified as major theme by Social Workers
RESOURCES	
Programs	• Need for additional programs identified as major theme across all roles • Need for enhanced mental health programs identified as major subtheme across all roles • Enhanced SEL (Social Emotional Learning), trauma-informed, restorative justice, cultural awareness programs identified across all roles • Satisfaction with policies and procedures identified as major theme by Psychologists
Training	• Need for additional trainings identified as major theme across all roles • De-escalation, SEL, trauma-informed, cultural sensitivity identified as major sub-theme across all roles • Crisis response identified as major sub-theme by Teachers, Psychologists and Administrators

RESOURCES *(continued)*	
Staff	• Need for additional staffing identified as major theme across all roles • Increased mental health personnel identified as major sub-theme by all roles • Increased security staff identified as major sub-theme by Teachers • Increased Social Workers and Psychologists identified as major subtheme by Psychologists and Social Workers • Need to reduce class sizes identified as major sub-theme by Teachers and Administrators • Concerns over finding and retaining high-quality teachers identified as major sub-theme by Administrators
Physical	• Need for additional physical resources identified as major theme across all roles • Need for additional security measures identified as major sub-theme across all roles • Need for enhanced COVID equipment (cleaning supplies, masks, vaccines) identified as major sub-theme across all roles • Need for additional funding identified as major sub-theme by Administrators
COMMUNITY AND SOCIETAL CONCERNS	
COVID-19	• Concerns over COVID-19 identified as major theme across all roles • Risk of contraction/spread identified as major sub-theme across all roles • Lack of communication regarding COVID identified as major sub-theme across all roles • Inadequate and inconsistent policies (school cleanliness standards, mask wearing, social distancing) identified as major sub-theme all roles • Politicization of pandemic identified as major sub-theme by Teachers, Psychologists and Administrators • Positive experience with return to school identified as major sub-theme by Teachers and Administrators
Parent and Community Relationships	• Need for better relationships with parents/communities identified across all roles • Need for increased accountability of parents identified as major subtheme by Teachers and Administrators • Need for better relationships with community organizations identified as major sub-theme by Administrators

COMMUNITY AND SOCIETAL CONCERNS *(continued)*	
Community/Neighborhood Safety	• Concerns over community/neighborhood safety identified across all roles • Concerns over weapons use/access/gang violence identified as major sub-theme by Social Workers
Inequities	• Concerns over inequities in communities identified as major theme across all roles • Concern over lack of access to resources identified as major sub-theme across all roles • Concerns over academic gap identified as major sub-theme by Teachers and Administrators • Concern over home environment for marginalized students identified as major sub-theme by Administrators • Concerns over low-income/poverty identified as major sub-theme across all roles
We have what we need and are doing well	• Some psychologists/social workers indicated they had no concerns about safety or reopening.

As shown in Table 1, individuals from all roles identified aggression from students as a major theme, with verbal and physical aggression being most prominently identified by Teachers, School Psychologists, Social Workers, and Staff. Aggression from parents was also identified as a major theme across all roles, with an emphasis on verbal aggression and the increase of aggression since the start of COVID. Harassment as a form of aggression was identified as a major sub-theme by Teachers, Psychologists, Social Workers, and Staff. The qualitative results align with the quantitative data and provide more depth and examples of victimization experiences.



AGGRESSION

Aggression from colleagues was identified as a major theme by Teachers, Psychologists, and Staff with an emphasis on harassment as a form of aggression experienced. Aggression or mistreatment from superiors was identified as a major theme by Teachers, Psychologists, Social Workers, and Staff. Lack of support from leadership was identified as a sub-theme by Teachers, Psychologists and Administrators. Teachers, Psychologists and Staff reported predominantly the use of intimidation and harassment as the forms of aggression and mistreatment from their leadership.



EDUCATON AND STUDENT SUPPORT

Concern over the hybrid school model was identified as a sub-theme across all roles, with specific concerns regarding interacting with students in this format, the increase of responsibilities that result from a hybrid model and student academic achievement. Concern over special education (SPED), including student placement, emotional behavior disorders (EBD), special education status, and individual educational plans (IEPS), was identified as a major theme by Teachers, School Psychologists, and Social Workers. Concern regarding the resources available to special education was a sub-theme across all roles. Concerns about school climate were identified as a major theme by Staff.



PHYSICAL AND MENTAL WELL-BEING

Concerns over physical health and mental health were identified as major themes across all roles, with a focus on sickness/COVID concerns, concerns and well-being of others and concerns for the social and emotional health of students. Teachers expressed experiences with burnout, being overworked and a desire to quit as a major sub-theme.



POLICIES

Communication and support were reported as major themes for Teachers, Administrators, Social Workers, and Staff, with an emphasis on lack of power in decision making and lack of transparency. Psychologists emphasized inconsistencies between districts in communication and policies. Concern over discipline and consequences was identified as a major theme by Teachers, Administrators, Social Workers, and Staff. Teachers, Social Workers and Staff reported concerns over hardening/softening practices while Administrators emphasized exclusionary education as sub-themes. Administrators and Social Workers expressed satisfaction with their schools' disciplinary policies. Social Workers identified concerns regarding the expectations of their role as a major theme.

RESOURCES

The need for training was identified as a major theme across all roles, with an emphasis on de-escalation, social-emotional learning (SEL), trauma-informed practices, cultural sensitivity, and crisis response training. The need for additional staffing was also identified as a major theme across all roles, with an emphasis on the need for increased mental health personnel and reduced class sizes. Teachers reported the need for increased security staff. Please note that while the need for additional security staff and measures was identified as a theme, the APA is not recommending additional school police or resource officers. Administrators expressed concerns over finding and retaining high-quality teachers and personnel. The need for enhanced physical resources was identified across all roles as a major theme, with an emphasis on the need for additional security measures and enhanced COVID equipment, from cleaning supplies to masks and vaccines. Administrators and Staff identified the need for additional funding as a sub-theme. The need for additional programs was also a major theme across all roles, with an emphasis on the need for enhanced mental health, SEL, trauma-informed, restorative justice, and cultural awareness programs. Psychologists reported satisfaction with their schools' and districts' policies and procedures as a sub-theme.

COMMUNITY AND SOCIETAL CONCERNS

COVID was a major concern across all roles, with an emphasis on the risks of contraction and spread, the lack of communication regarding the virus and inadequate and inconsistent policies, from school cleanliness standards to mask wearing and social distancing. Teachers, Psychologists, Administrators, and Staff expressed concerns over the politicization of the pandemic as a sub-theme. Teachers and Administrators also expressed positive experiences with returning to in-person school, such as having the resources they needed to combat the virus.

Inequities were a major theme across all roles, with an emphasis on concerns over the lack of access to resources and low-income/poverty. Teachers and Administrators expressed concerns over the academic gap widening, particularly due to remote learning, while Administrators expressed particular concern over the home environments of marginalized students as a sub-theme.

The need for better relationships with the community and with parents was identified as a subtheme across all roles. Teachers and Administrators expressed the need for increased accountability of parents. Administrators also identified the need to build better relationships with community organizations. Concerns over community and neighborhood safety were also identified as a major theme across all roles, with Social Workers expressing particular concern with weapons use, weapons access, and gang violence in the community. However, some Psychologists and Social Workers identified satisfaction with community relationships, expressing they had what they needed to be effective.

Each of the stakeholder-synthesized themes based on qualitative analyses and representative quotes from Teachers, Administrators, School Psychologists, School Social Workers, and School Staff are presented in Appendices A through E.



APPENDIX A

Teacher Qualitative Results

Teachers reported a variety of aggressive behavior from students, including verbal aggression, physical aggression and sexual harassment. Some teachers explained that aggression had decreased during COVID-19 due to fewer student interactions, while others described increased aggression in online environments. Teachers described feeling the effects of the politicization of the pandemic, which has led to an increase in verbal aggression, intimidation and cyberstalking from parents. Some administrators described experiencing aggression from colleagues as well as facing intimidation, lack of support and mistreatment from administrators.

Teachers were concerned about the mental well-being of all school stakeholders, including anxiety, sickness and burnout. They expressed feeling overworked and a desire to quit. Teachers were also concerned over the social-emotional health of students since returning to in-person classes. Teachers described challenges associated with virtual and hybrid models of education, including lack of student attendance or engagement, teacher workload, difficulties building student-teacher relationships, and students falling behind. On the other hand, some teachers reported positive experiences with virtual education while others reported positive effects of returning to school. Teachers were also concerned with their special education classes and inability to provide support for SPED students in the online setting and noted the lack of resources for IEPS. They also expressed dissatisfaction with their own leadership, including lack of communication or incorporation of stakeholder voice in decision-making and insufficient guidance for assisting school members, as well as concerns over inconsistent disciplinary practices.

Teachers described a lack of resources, including funding, COVID-19 management supplies, insufficient staffing, and large class sizes. They emphasized training needs, including socioemotional, restorative justice, trauma-informed, cultural sensitivity, and emergency preparedness instruction. Teachers also described the importance of relationships with parents, including parent accountability, and inequities within the community. Respondents described COVID-19 related concerns, such as risk, cleanliness and spacing, lack of compliance with protocols, and varying perspectives of mask-wearing and mandatory vaccinations. Some teachers suggested remaining off-campus for the foreseeable future due to concerns of physical health, while others leaned toward returning to campus as soon as possible to prioritize student socioemotional well-being and academic needs. See table on the next page for a summary of themes, subthemes and quotes from teachers.

AGGRESSION	
Aggression from students • Verbal • Physical • Property-based • Sexual harassment • Online • Less aggression online • Increased aggression since return to school	"I have been physically assaulted multiple times by students in the building and they know that not only is there no one to stop them but there will be no consequences either. I ended up in the hospital the last time it happened. We had one teacher hospitalized for a week last year when a 19-year-old student started physically beating her during class and finished off by stomping on her larynx." "Before the shut down, we had general violent threats made against our school on a weekly basis. Often, there was a police presence in response to those threats. My classroom is by the main office, and our windows don't really open. I spent a lot of time thinking about how my students and I would/could escape if someone did follow through on the threats and enter the building. My students with behavior issues could sometimes be agressive, or act out their frustration by throwing/ hitting. During online learning, I do not worry about my physical safety — from gun violence or student aggression."
Aggression from parents • Verbal • Intimidation • Harassment • Politically-based • Cyberstalking • Online	"Parents have been more difficult than the students this year. Our school system has been attacked online frequently. Parents cussing during live Google meets in class has happened several times. Parents demanding grades and not wanting to communicate about the work. Parents don't like an assignment so they band together online to bully teachers out of it and shame teachers. Parents have not been supportive, they tell me my class doesn't matter, etc. It has been toxic working with parents in certain aspects this year. When we try to reach out to help virtual students some parents have blocked us, so our hands become tied at helping these kids."
Aggression from colleagues • Verbal • Harassment • Politically-based • Bullying • Online	"I was never directly cyberbullied, but I was being cyberstalked by colleagues and parents on my personal social media because of my alignment with Black Lives Matter and social justice efforts. I was advised by my union to block these people because of things they were saying about me behind my back and ways that they were trying to twist my words to union reps and admin."
Aggression or mistreatment from administrators • Lack of support • Intimidation • Online	"I have never had such aggression toward me from the community, the board of education, and my administration in my life. If I could financially quit I would. The belittling of concerns and bullying of teachers from other adults has pushed so many of us to a breaking point. I have been called ungrateful, lazy, whiney, entitled, uncaring, heartless, selfish, stupid, and more."

PHYSICAL AND MENTAL WELL-BEING	
Physical and mental health of all school stakeholders • Sickness, anxiety • Burnout • Pre-existing health issues • Social-emotional health of students since returning in-person • Overworked, desire to quit	"The ever-increasing stress of this profession is taking the worst toll. I worry less about physical violence and much more about the trauma in my students' lives. Their pain becomes my pain as I attempt to deal with emotional meltdowns and constant, if mild, behavior issues. The workload keeps increasing as we are expected to meet more and more student needs with less and less support and resources… Because the positives of this job no longer outweigh the negatives, I will not make it to my full pension."
EDUCATION AND STUDENT SUPPORT	
Quality of instruction • Hybrid model not working • Providing positive instruction online and in person • Students 'falling behind' due to missed education time • Ability to connect with students, individual attention • Positive effects of return to school	"Being required to teach face to face students and virtual students simultaneously is not fair to teachers or students. We cannot fairly address our virtual students needs."
Special Education • Inability to support SPED students online • Lack of resources for IEPs and communication about student needs	"The process to identify students for special education or behavioral supports must be streamlined. It currently takes an average of 8 months or almost a whole school year for a violent disruptive student to receive additional support services or be moved to a more appropriate setting, even with parent support of the move."
POLICIES	
Discipline • Lack of consequences and consistency • Lack of disciplinary support, accountability for own actions • Hardening and softening practices	"We need policies, procedures, and interventions to identify, address, and respond to student behaviors that lie outside the management capabilities of K-1 teachers in the general education program. Waiting for months or years puts everyone's safety, well-being, and teaching/learning at risk. Students who regularly use physical violence, intimidation, or harassment to control or avoid despite interventions cannot be allowed to disrupt an entire classroom learning environment. Additionally, students with these extreme behaviors cannot be served appropriately by behavioral IEPs with 30 minutes of service per week."

POLICIES *(continued)*	
Lack of teacher voice in decision-making	"Teachers have very little say in what happens in the district so the choice to remain open or go virtual is out of our hands, yet we bear the brunt of the abuse and ill-will from the public."
RESOURCES	
Need for programs • Mental health • Social-emotional learning, restorative justice, trauma-informed practices	"A need for more mental health supports and trauma informed care for our students." "We need more mentorship-type programs to help build relationships with students who are deemed "challenging" and/or not connecting with any teacher on campus to help them out more individually with motivation and trust."
Training • De-escalation, inclusivity, cultural sensitivity training • Response to emergency situations	"More training to detect people who are suffering and at risk of committing violent acts. A commitment to teachers to give them the tools or resources to help these kids or adding enough trained staff to support them." "We need more ethnically and culturally diverse staff. We need more training and curriculum on anti-racism, culturally and ethnically diverse history, helping students in poverty, and dealing with trauma (in ourselves and in our students)."
More staff and support • Mental health personnel and resources • Security personnel, supplies • Reduced class sizes	"Because of the way educators have been treated throughout this pandemic we are about to face a teacher shortage. If states don't provide some sort of incentive we will not have enough teachers to run the schools in our country. This was already a problem and now it is worse." "Give teachers what they need to manage the classrooms face to face. Stop putting the burden of buying supplies on educators, and provide them with proper materials to maintain the classrooms and keep your schools open."
Physical resources • Security equipment and personnel, secure doors and exits, cameras, metal detectors, armed personnel, resource officers, entry screenings	"Open schools like mine should be closed at all entrances and exits; Windows replaced to windows that can actually open; Response time to red alert button from the main office is too slow; Many more police officers are needed and security officers, metal detectors are needed."

COMMUNITY AND SOCIETAL CONCERNS	
COVID-19 Concerns • Risk of contraction, spread of COVID in school • Inadequate and noncompliant policies • Lack of communication, transparency and accountability about COVID information, guidelines, and protocols • Lack of trust regarding COVID status from students and families • Lack of prevention protocols and resources such as vaccinations, cleaning supplies, proper masks, contact tracing staying in virtual settings vs. reopening in person • Flexibility in COVID policies based on circumstances • Politicization of the pandemic • Positive return to school	"I am terrified. I am worried I will die. I am worried I will get sick. I am worried about the multigenerational households of the students that I teach. CDC can claim that schools are not super-spreader locations all they want, but anyone who has spent any time in a school knows it is an epicenter of disease in the best of times." "Families do not tell the school the truth and will send children to school when there is a COVID case at their house or when the children/adults in the home have had [sic] been exposed and will not tell the school in order to avoid having to get tested or to avoid staying home/quarantine." "Open schools. Student mental health issue and abuse continue out pace students being [affected] by COVID." "I, like many other teachers, want schools open and in-person. The problem is that there are no consequences for students not keeping their masks on because mask wearing has been made political … Now that vaccines are becoming available to more and more people, many don't want to take the vaccine or believe it is harmful or ineffective. The lack of media and scientific literacy has made a bad situation even worse in the very places that don't have the resources to solve the many problems that face us in the first place."
Parent and community relationships • Communication • Lack of accountability for child's actions	"Parents hold the school accountable for everything and themselves for nothing. If they were held more accountable, they would be happier. They become angry because the school is raising their children and they feel they aren't and they are correct … Just like them, we want them to raise them and to support them in that endeavor."
Inequities within the community • Racial and social inequities • Poverty • Lack of access to therapy and medication, lack of access to resources • Academic gap	"Poverty reduction in the community would be most critical. When kids are dealing with significant trauma, lack of appropriate healthcare, and food or housing insecurity, violence sometimes occurs. Often violence that happens at school is a spillover from the community — gang or family-related issues, or reactions to online bullying or drama. Teachers and school staff can help intervene with kids, but we can't solve community violence on our own." "Disadvantaged groups are suffering the most (SPED, low income, ELL) — they are falling further and further behind in current setting, while the rest of students are treading water/moderately improving."



APPENDIX B

Administrator Qualitative Results

Administrators reported a variety of aggressive behavior from students, including cyberbullying, race-based aggression and disobeying rules. Some administrators explained that aggression has decreased during COVID due to fewer student interactions, while others described increased aggression in online environments. Administrators also described an increase in verbal aggression from parents since the beginning of the pandemic. Some administrators described a lack of aggression within their schools or positive experiences with managing aggression.

Administrators were concerned about the mental well-being of all school members, including depression, anxiety, suicide, self-harm, and drug use. Administrators also described challenges associated with the virtual and hybrid models of education, including lack of student attendance or engagement, teacher workload and difficulties building student-teacher relationships. On the other hand, some administrators reported positive experiences with virtual education. Administrators were concerned with poor student achievement due to these difficulties. They also expressed dissatisfaction with their own leadership, including lack of communication or incorporation of stakeholder voice in decision-making and insufficient guidance for assisting school members. While some administrators described a positive school climate, many expressed concerns about the quality of relationships and trust between themselves, school staff, students, and families.

Administrators described a lack of resources, including funding, COVID-management supplies and insufficient staffing. Administrators emphasized training needs, including socioemotional, restorative justice, trauma-informed, cultural awareness, and emergency preparedness instruction. Respondents described COVID-related concerns, such as cleanliness and spacing, lack of compliance with protocols and varying perspectives of mask wearing and mandatory vaccinations. Some administrators suggested remaining off-campus for the foreseeable future due to concerns of physical health, while others leaned toward returning to campus as soon as possible to prioritize student socioemotional well-being. See table on the next page that summarizes themes, subthemes and representative quotes from administrators.

AGGRESSION	
Aggression from students • Fewer students/socializing in person means less aggression • Aggression stemming from trauma • Students who might be aggressive are not the ones returning to campus • Cyberbullying, race-based, ignorance of rules, etc. • Passive aggression • Inappropriate content, profanity • Students more emboldened in online settings • Aggression from special education students **Positive experiences/lack of aggression** • School is safe	"We have much fewer behavior issues this school year. I attribute it to no social interaction. Kids stay in their designated area- no gameplay or interaction… they stay in small cohorts and so there just isn't an opportunity for escalation. WE are also not seeing some kids at school — some of our most troubled kids are the ones we can't contact." "We have very little violence in our school. Our policies, interventions and procedures have created a strong, supportive and positive environment. However, we need to continue to evolve as kids evolve and our world changes."
Aggression from parents • Increase in parent aggression since COVID • Complaints/verbal aggression	"I find that parents are using the online platform to express anger towards teachers more often than in person."
PHYSICAL AND MENTAL WELL-BEING	
Physical and mental health • Poor mental health due to stress, trauma, etc. • Student mental health has deteriorated • Depression, anxiety, suicidal behavior, self harm, and drug use (students and families) • Tension between various aspects of health	"Students are completely withdrawn and disengaged. Suicidal thoughts and mental health issues are the most prevalent." "I am concerned about students' wellbeing, mental health and ability to form meaningful relationships if we remain closed." "As long as schools remain closed and/or in hybrid learning, I am concerned about my students' physical and mental health! I have completed more suicide risk reviews and threat assessments in the past year than I have in the past 5 years combined."

EDUCATION AND STUDENT SUPPORT	
Virtual learning/hybrid system • Lack of attendance and rapport/ engagement • Not helpful for academic progress; hard for teachers • Disruption due to shifting between in-person/virtual • Difficult to repair relationships • Positive experiences with virtual learning	"I am concerned that if our school remains a hybrid learning model with cohorts of students on-site two days, and off-site two days, that our students will be behind in their learning. It is difficult for teachers to build on learning, when each week their students are on a day, off a day, with no continuity of day-to-day learning."
Poor student achievement • Disengagement in online environment • No opportunities to provide socioemotional support • Cancel state academic assessments	"The longer schools remain closed or on a virtual model, the longer (exponentially in my opinion) it will take to make up lost ground. There is a % of my students who are virtual that are completely disengaged and inconsistent with attending at best."
POLICIES	
Discipline • Need stronger/more equitable discipline • Students don't take consequences seriously • Exclusionary education/discipline (e.g., students who have been violent, suspension, expulsion) **Good policies/practices in place** • Strong discipline policies have been working	"Stronger policies for violent offenders whose sentences are deferred or have recently just been released from a facility." "We have a good plan and practices in place. Our students and staff feel our school is one of the safest places to be." "Listen to School-Based Admin when creating and implementing policies that directly affect the schools. Solicit our input WITH FIDELITY — you never know, we may provide insight that will actually help, and be replicated throughout the country."
Lack of support from leadership • Need plans to support teachers, staff and students • Education needs to be prioritized	"The district won't accommodate teachers with health concerns. They either have to go on sick leave, come to work, or resign. Those with valid health concerns are jeopardized."

POLICIES *(continued)*	
Communication • Insufficient, inflexible, indecisive, or inconsistent decision making from leadership • Lack of stakeholder voice in decision making/opinions not heard • Need to improve student-teacher relationships • Lack of trust between staff and administration • Positive school climate • Lack of communication with parents/communities	"Lack of consistent direction from outside agencies." "Listen to teacher feedback before making sweeping decisions."
RESOURCES	
Training and curricula • Technology training, SEL, restorative justice, trauma-informed, bullying prevention, cultural awareness, emergency/crisis preparedness (e.g., active shooter, CPR/AED), mental health for communities/students/parents	"More mental health at both prevention and intervention levels--both in school and resources for adolescent mental health care outside of schools. This includes programs for parents."
Lack of adequate staffing • Finding and retaining high quality educators • Substitute teachers, special education professionals, mental health staff • Increased responsibilities due to COVID • Reduced class sizes	"Our largest concern is staffing. Often we have to scramble to find staff to cover classes and meet the other needs within the school." "My school is small and we have a small staff. We don't have the staff to have some teach online and some teach in person, so all of my teachers will have to do both. That just seems impossible at this point."
Insufficient physical resources • Funding • Lack of vaccines, masks, gloves, ventilation systems • Campus security (e.g., SROs, locked fences, metal detectors, cameras, automatic locks, lighting)	"Private schools have the financial resources to do the necessary work to open, such as ventilation systems, but we are a small, public district and do not have the resources private schools do."

COMMUNITY AND SOCIETAL CONCERNS	
COVID-19 concerns • School cleanliness • Clear communication about COVID status/policies • Space for distancing in schools and on buses/keep students limited • Compliance with protocols (e.g., staff, students, parents, families) • Remaining virtual versus re-opening schools • Politicization informs decision-making • Vaccinations before return to school • Mandatory testing/monitor cases • Negative academic, developmental, and socioemotional effects for students • Teachers 'taking advantage' of virtual options • COVID-19 exposure, infection and spreading • Concern for teacher, staff and family health • Concern for at-risk populations **Positive adaptation to COVID-19** • Positive experiences since returning to school	"I believe we need to wait on reopening MS and HS until our teachers are vaccinated and we better understand how the new, more contagious strain impacts our community." "We closed for about six weeks earlier this winter. During that time, three of our students were hospitalized following attempts to take their own lives … They could not cope. The mental health of our students is paramount at this point. We are NOT seeing virus transmission among students in our school. We did not see ANY virus transmission at school among the students. Every positive case was traced back to outside events in homes and in the community. Our children NEED the structures we provide via their peers, the trusted adults in their lives, and our screening mechanisms for COVID-19." "We have been on site and full in person for several weeks, and many other schools have been full on site since the start of the year with no major issues." "Our staff has 15% considered as high risk. Some of the teachers we have are considering retiring or leaving the profession to avoid contracting the virus."
Parent and community relationships • Improved relationships with parents • Increased parent accountability • Building relationships with community organizations	"More opportunities to build better relationships between students and teachers and families and teachers."

COMMUNITY AND SOCIETAL CONCERNS *(continued)*	
Inequality • Minority, marginalized and students with disabilities • Community violence/weapons • Achievement gap • Lack of resources (e.g., SPED support, wifi) • Experience of those living in undesirable environments at home (e.g., unsafe, not conducive with focusing)	"I also worry about our most marginalized students, those taking care of siblings, and student's whose home lives are unsafe, if we continue to stay closed."



APPENDIX C

School Social Worker Qualitative Results

School social workers reported aggressive behavior experienced from students, including verbal harassment and physical violence. Social workers noted that due to the online setting they have experienced less physical violence; however, they indicated higher rates of harassment through social media, specifically from parents. They indicated experiencing verbal harassment from parents and fear of retaliation for doing their job. Social workers also reported experiencing aggression or mistreatment from administrators.

Social workers were concerned about the mental well-being of school stakeholders. They were concerned about worsening mental health and the inability to provide effective therapy and counseling to students in the online setting. Social workers emphasized the need for mental health programming, including the need for more staff support. They described challenges associated with virtual and hybrid models of education, including concerns over lack of student engagement, students falling behind and insufficient opportunities to provide socioemotional support for students.

Social workers expressed disappointment with decision-making and communication from their leadership and wanted more transparency. They were concerned over inconsistent discipline policies and had various opinions on hardening and softening practices. They emphasized the need for enhanced practices such as needs identification (e.g., student placement), equity/inclusion, restorative justice, trauma informed practices, and privacy policies regarding student's mental health. Social workers expressed concerns about their role expectation. Social workers described a lack of necessary resources, including COVID-management supplies, physical resources, security, programming, training, and staff support.

Social workers described COVID-19 related concerns, such as risk, cleanliness and spacing, compliance (or lack of) with protocols, vaccine access, equity, and varying perspectives of reopening. Social workers expressed dissatisfaction regarding school districts' inconsistent plans to return. Though some social workers wanted to remain off-campus due to concerns of physical health, others leaned toward returning as soon as possible to prioritize student socioemotional well-being. Other concerns expressed by social workers included neighborhood safety, fear of school shootings, equity, and relationships with parents and community members. See table below for themes, subthemes and quotes.

AGGRESSION	
Aggression from students • Verbal • Harassment (e.g,. through social media, retaliation) • Physical (e.g., breaking up fights, being hurt by students) • Contributors to decreased violence/aggression (e.g., fewer students due to online models)	"Yes my experiences with aggression and violence has reduced quite a bit! In fact, in September it occurred to me one of the reasons I was experiencing a reduction in stress was because I hadn't been physically injured by a child in months. Now, does this mean children are acting more aggressively at home? And one is the consequence of that? When a child tantrum at school it is because they feel safe enough to do so. Are they safe at home? Can they express themselves? There is so much unknown."
Aggression from parents • Verbal • Online (e.g., harassment through social media) • Retaliation (fear of being targeted for doing their job	"Sometimes leaving the school worries me, as there are parents that believe we have taken "their kids away" or called DCF on them. They may act rashly"
Aggression or mistreatment from administrators • Verbal • Harassment	"I am able to stand up to my administrative and colleagues that bully me in a way that I am less comfortable doing in person. During Covid the harassment, hostility is less frequent from daily to weekly due to the fact that administration and staff do not have daily access to me in person and at any point of the school day. I am absolutely terrified of returning to in-person school; not just because of COVID but because it will allow administrators and teachers 6-7 hours of ongoing harassment/hostility opportunities to impose upon me."
PHYSICAL AND MENTAL WELL-BEING	
Mental health of school stakeholders • Programming, treatment, diagnosis • Concern for colleagues, students, staff	"We need to be listening to educators. If they say a student needs support they need support and we need to act quickly. IDEA law prohibits getting the resources in place because we have to prove that the setting is not adequate. In the meantime the rest of the classroom is traumatized. I have seen teachers struggle with PTSD after having a violent student in their room all year. I have also struggled with PTSD for several years after being hit, kick, bite daily. And I work in a TYPICAL NEIGHBORHOOD PUBLIC SCHOOL. DAILY!!! It needs to stop NOW."

EDUCATION AND STUDENT SUPPORT	
Online vs. In-person • Re-opening • Concerns regarding hybrid • Difficulty connecting with students (e.g., disengagement) • Students falling behind	"No concerns about re-opening, but I have concerns for [schools] that remain [closed]. Students are lacking in social and emotional learning and [a] high percentage of virtual student[s] are failing due to lack of participation." "Our at risk students are really struggling with on-line education and as a school social worker it is very challenging to provide effective counseling and support."
Unique experience of working with kids identified as EBD/SPED/IEPs	"I work with student[s] with high social, emotional, and behavioral needs. Some become escalated and I am on the crisis team. In person, I have had escalated students yell at me, throw things, and once I was hit. Online, when students become escalated, they usually will just log off the session or will yell at the teacher in their class. But because it is online, there is usually no need to call a crisis team."
POLICIES	
Discipline • Lack of consequences and consistency • Hardening and softening practices (e.g., more say in disciplinary policies)	"Have clear, consistent consequences to behavior and then the student goes through the restorative justice processes in order to be integrated back into the classroom."
Need for enhanced practices • Needs identification (e.g., student placement) • Equity, inclusion, restorative justice practices • Privacy policy concerns regarding students mental health information	"Better assessment of student needs and placement in programs that are better suited to their needs. For example, a student with significant autism and a student with behavioral issues, should not be in the same small, subseparate classroom. It promotes more inter-student conflict. Students who have violent behaviors should not be in a regular educational setting."

POLICIES *(continued)*	
Communication and support • Feeling out of the loop/lack of transparency • Lack of proper protocol to address risky situations (lack of information sharing) • Lack of protocol/policy regarding home visits • Lack of preparedness • Mistrust or doubt in leadership • More say in policy	"We are often brought in to deescalate sensitive situations however there is no concrete protocol so other staff end up exacerbating the issue, Re triggering the student or breaching confidentiality with colleagues." "Social Workers in particular are pulled into a huge variety of situations on any given day and are expected to (and frequently DO) hit the ground running, so to speak. There is poor communication for preparedness. When situations get messy, it is frequently pushed off on us and support is provided when EXPLICITLY asked for." "The social workers NEED to be involved in all of the policies, procedures, interventions regarding violence. Social workers are slightly involved but not on an in-depth part of the process. The issue is that there are only 3 social workers who serve 14 schools. We often are not involved in these things on the school level because our time is split quite a bit. We are not involved at a Board level...for reasons unknown."
Expectation of role (e.g., making home visits, given tasks not in job description)	"Our biggest safety concerns would be in going to students' homes. There is a high rate of substance abuse, mental health issues and domestic violence, most of which go unreported."
We are doing okay • Good relationships with colleagues, administrators • Satisfaction with policies	"I feel as though my district does a good job communicating with each other when there is a crisis and making sure there is enough support to work through the crisis."
RESOURCES	
Need for programs • Social-emotional learning, restorative justice, trauma-informed practices	"Our district has been slow to offer robust SEL programming for students, and is really in the beginning stages of doing so with purpose. We are a high-pressure, academically focused district that has not addressed social/emotional needs to the same degree as academic rigor."
Training • De-escalation (improper training for de-escalating violence), inclusivity, cultural sensitivity training	"Continued training around racial and cultural equity; training on how to meet the social and emotional needs of students while they are in the classroom; training on spotting signs of safety risks for students. These trainings need to be geared towards teachers as they have more direct contact with the students. As a school social worker, I have these skills but need teachers to be the Tier I response before I am called in."
More staff and support services • Inappropriate ratio of students in need and available Social Workers • More mental health staff	"The extreme understaffing of both social workers and school psychologists to adequately meet the needs of the students....there are only 3 school psychologists in the district and I am the ONLY school social worker in the entire district. With the severe and ever increasing mental health and special education needs of the students, we need more mental health professionals to serve their needs. Suicide and threat assessments, counseling, referrals, crisis situations, etc....not to mention SEL curricula, case management or testing."

RESOURCES *(continued)*	
Physical resources • Security equipment (door, metal detectors, resource officers), lack of therapy/counseling rooms (no privacy)	"I HATE that we need to use a metal detector, but we do need to. Our students come from diverse communities and do experience community, cultural, and gang related tension in the school. Also many of our students need weapons (knives, pepper spray, tasers, etc.) to feel safe in their communities - so they are invited to turn those things in to me during the day. The metal detector often discovers these things when students have forgotten or "forgotten" they had them."
COMMUNITY AND SOCIETAL CONCERNS	
COVID-19 concerns • Risk, exposure, contraction • Lack of compliance with COVID policies • Safety and cleaning practices • Vaccine access • Return to in-person (e.g., concerns, political or parents/ community pressure, equity) • Equity (COVID-19 disproportionately affects vulnerable populations)	"The school district's response is erratic and irresponsible. We have changed schedules/formats 4 times this year, not to mention going in and out of quarantine often because of so much exposure. I was in building 6 days from end of October to last week because of shut downs and quarantines. I know everyone has to be flexible and information changes often during the pandemic, but the whiplash of choices that the district is making without talking to principals or staff is absurd. Then, they make decisions without any details or plans on how to implement it and put it on buildings to figure it out with little information, resources, or time. I have seriously considered leaving the district and field." "As a professional in a school that has been reopened since Nov, the benefits of having students on campus outweigh the risks. There have been minimal cases of COVID and they haven't led to widespread outbreaks. Now that I've experienced reopening I think it is a bigger risk to students well-being and academic progress if schools remain closed."
Parent and community relationships • "We are doing okay" (no fear of safety issues)	"Our communities need to be invested in so that people don't get so desperate that they turn to underground markets or organized crime. If my families in my neighborhood had more access to financial opportunities and were alleviated from poverty, I would feel more safe."
Neighborhood safety • Fear of school shootings, weapon use • Equity (vulnerable populations, inequity in transitions) • "We are doing okay" (no fear of safety issues)	"I don't think it's an issue of policies, procedures, or interventions needed. Violence is going to continue to happen if we don't address the systemic inequities and inequalities in our communities. So long as there is violence in the community, there will continue to be violence in the schools." "Our communities need to be invested in so that people don't get so desperate that they turn to underground markets or organized crime. If my families in my neighborhood had more access to financial opportunities and were alleviated from poverty, I would feel more safe."'



APPENDIX D

School Psychologist Qualitative Results

Similar to other stakeholders, school psychologists reported experiences of verbal and physical aggression from students. Although there were fewer opportunities to interact with students resulting in a decreased amount of aggression online, there was an increase in aggression from parents online including verbal aggression, harassment, intimidation, manipulation, and cyberbullying. School psychologists also reported experiences of aggression from colleagues and administrators as verbal aggression, harassment and intimidation. Some noted less aggression overall due to the nature of being online.

School psychologists were concerned with the overall mental and physical well-being of all school stakeholders, including physical sickness and exposure/diagnosis of COVID-19, and especially the social-emotional health of students and staff as they navigated the stress of hybrid learning and the effects of the pandemic. As they interact with students, school psychologists expressed their concern in being expected to intervene in violent conflicts. Solutions were also described to address challenges students may face, including altering expectations for students and specifically planning for flexibility for special education students.

School psychologists listed needs to be addressed by policies, including financial help, Medicare, programs addressing restorative justice and zero tolerance policies, and teacher unions. School psychologists emphasized an apparent lack of consistency between districts regarding funding, programs, communication, resources, and implementation. Respondents described a lack of resources for mental health programs, restorative justice or Positive Behavioral Interventions and Supports (PBIS) programs, training, response to emergency situations, and physical resources. Some noted there were few major safety concerns as the policies and procedures were good and effective.

School psychologists were especially concerned with the effects of COVID-19 on the experiences of staff and students as there was a lack of consistency and communication between districts about reopening as well as inadequate resources/safety protocols, input from school psychologists and other stakeholders is not heard by leadership, and the concern of staff being frontline workers. Some noted little to no concern as the reopening process for their school(s) had been successful. School psychologists described community and societal concerns as many of their students experience violence in their communities and there is a lack of access to resources for low-income, immigrant families and communities.

AGGRESSION	
Aggression from students • Verbal • Physical • Decreased online • Fewer opportunities to interact with students	"Since moving from a 100% on campus program (pre-COVID) to a hybrid program, there has been a dramatic decrease in students' unexpected behaviors, including aggression/violence. I believe this has a lot to do with the dramatic reductions in class size and social distancing procedures. Both allow students to get academic assistance more quickly, to interact with fewer peers, and to have less of an audience when taking academic or social risks."
Aggression from parents • Verbal • Harassment • Intimidation • Manipulation • Cyberbullying	"Parental intimidation, verbal aggression, and use of school system practices (e.g., special education evaluations) as a means of manipulating/controlling school personnel and stating their discontent with district policy increased significantly the longer hybrid schooling persisted."
Aggression from colleagues • Lack of support • Intimidation **Little to no experiences with aggression** • Less aggression online	"Teachers don't often feel supported by admin consistency when responding to student behavior. Teachers support each other. But admin picks and chooses how he responds to classrooms; My biggest concerns are surrounding having positive and supportive interactions with the principal." "I have not had any personal experiences with aggression / vision with any online learners."
PHYSICAL AND MENTAL WELL-BEING	
Physical and mental health of all school stakeholders • Sickness, COVID • Stress over hybrid learning • Social-emotional health of students at home and in person • Mental health of students and staff	"I am most concerned about student and staff mental health. I think that in-person learning with safety precautions (masking, 6ft distancing, individual materials, no socialization in close proximity) and continued learning on a computer will damage student's mental health more than they will benefit from being in person, for the majority of students. I'm also extremely concerned about the health of students, staff, and everyone's families. Educators, students, and family members are getting sick and dying and I really want to avoid that for myself and others."
EDUCATION AND STUDENT SUPPORT	
Interactions with students • Expected to intervene with violence • Remove testing/assessment • No penalties for missing school/work • Prepare for outside world	"Being expected to intervene physically with out-of-control students, particularly students who hit, kick, pinch, bite, and "trash" the room."

EDUCATION AND STUDENT SUPPORT *(continued)*	
Special education • Flexibility • Access to special education resources • Ability to administer evaluations • Validity of remote evaluations • Expectations and resources for at risk and marginalized populations	"Plan for flexibility in changing situations as we may open and then have to close at a later date. Account for special education needs and students in at risk populations above all else." "I think that schools should start the year with primarily remote instruction. Exceptions should be made for students with low incidence disabilities who struggle to access online or remote learning. I also think exceptions might need to be made for certain groups such as English language learners or some students in need of Tier 2/3 interventions. Masks should be a requirement for all who are in buildings except for individuals with a medical or other condition that prevents wearing a mask. Staff who can work from home should be allowed and encouraged to do so."
POLICIES	
Implementation and support • Financial help/funding • Medicare • Restorative justice • Address racism • Eliminate "no tolerance" • Teacher unions • Inconsistency between districts	"Apparent lack of consistency between districts in state regarding what the instructional situation will look like; lack of adequate preparedness relating to planning for social-emotional support of students and staff; strain on staff as a result of students attending school for most of day (thus need for reduced class sizes due to covid) and district's plans NOT to hire new staff--shift staff from other positions (i.e., RtI staff, specials staff) in order to become classroom teachers--and how this will impact students with special needs (504's, IEP's, ELLs) when these involuntary placements will impact quality of teacher instruction and possible struggles to manage behaviors/emotions of their classroom (when their focus has been on small group instruction up until now)."
RESOURCES	
Need for programs • Mental health • Social-emotional learning, restorative justice, PBIS • Inconsistency between districts	"We are implementing a social emotional curriculum and anticipate decreased behavioral issues over time. We need more folks trained in collaborative problem solving. Need all schools to adopt PBIS, not just some."
Training • De-escalation, trauma, cultural sensitivity training • Response to emergency situations • Prevention and intervention • Crisis response	"Continued emphasis on relationship building; trauma-focused sensitivity and interventions; communication"

RESOURCES *(continued)*	
More staff and support • Increase social worker and school psychologist's staff • Independent study programs	"Hire school social workers. Increase school psychologist staffing to 1 full time psychologist per 2 schools (right now I have 4). Increase staffing to allow for continued social distancing/reduced class size after the pandemic. Increase efficiency in the referral process for county or SELPA programs for students with Emotional Disturbance. Provide more robust independent study programs, including a hybrid option for students with IEPs."
Physical resources • Secure doors and windows, resource officers, security cameras	"Doors that can be locked from inside. Shades that can be closed to block view inside from windows and doors. Security cameras."
Our policies and procedures are good/effective • Improvements made • No major safety issues	"What we currently have in place appears to be effective; I believe we do a decent job of educating and protecting our students while they are in school. We could do more with prepping them for their commutes to and from school; I feel very safe and secure here. All doors are always locked, we are in constant contact with safety forces, we have cameras everywhere, all visitors must be buzzed into the building. I feel very safe and secure here. All doors are always locked, we are in constant contact with safety forces, we have cameras everywhere, all visitors must be buzzed into the building."
COMMUNITY AND SOCIETAL CONCERNS	
COVID-19 concerns • Risk in multi-generational households • Re-opening • Inconsistency and lack of communication between districts • Lack of safety protocols and resources, vaccines, cleaning, mask wearing • Not adhering to/staying up to date on data/CDC Guidelines • Input not heard by leadership • Politically based • Staff as frontline workers	"My main concern is that policy makers do not understand that special education staff, especially special education paraeducators, are frontline workers. They are in close contact with students who cannot mask, who need diapering, tube feeding, and wiping of saliva and mucus on a frequent basis. They cannot socially distance. Instruction is often hand-over-hand. I do not believe people understand that in person instruction for these workers is very high risk. The other thing I am concerned about [is] research on the higher rate of Covid among individuals with disabilities. I do not believe this is factored in when we discuss mitigation in the classroom. Many of our special education students have multiple underlying conditions (for instance, students with cerebral palsy often have difficulty breathing)."

COMMUNITY AND SOCIETAL CONCERNS *(continued)*	
Community/neighborhood safety	"My students experience a LOT of violence in the communities they live in (there's a LOT of gang violence, people using guns to solve problems, etc.), and it often spills over into school. The most dangerous situations I've been in have been when trying to break up a physical fight between students (we had a brawl last year in the cafeteria involving nearly 20 students), or when a student is experiencing a mental health crisis (i.e., disconnected from reality and attempting to harm self or others). I work really hard to develop good relationships with my students, and I've got a pretty good reputation as a "helper" with them. While I've inadvertently been hit when trying to break up a fight, or been the target of verbal abuse by a student in crisis, I don't think my students are intentionally trying to harm me or intimidate me into feeling unsafe. Honestly, worrying about their safety when they aren't at school is what keeps me up at night. Since our school buildings closed in March, I've had 5 students involved in shootings in the community (as a victim or an accessory)... and I work with kids who are primarily between the ages of 12-14."
Inequities within the community ▪ Lack of access to resources for low-income, immigrant communities	"Given proper resources, we could gain insight from all our communities (Hmong/Karen/Karenni/Sudanese/East African immigrant and all low income families) to identify their needs and coordinate with community services and supports to mitigate those needs."
No concerns ▪ Re-opening has been successful	"My school district has been proactive throughout the pandemic. Every student has a chromebook, because the schools handed them out before the first day, along with their textbooks. The school district also upped the speed of the network, and set up mobile hot spots around the neighborhoods for anyone who needs them. They have provided teachers and other staff the appropriate PPE. Because of my health, I have asked for additional protections, such as plexiglass screens and a larger room for testing and counseling. My director was very happy to accommodate me."



APPENDIX E

School Staff Qualitative Results

School staff reported experiences of verbal aggression and intimidation from students online while experiencing a decrease in physical aggression due to the hybrid model. There was an emphasis on parents having little to no patience with staff leading to more aggression towards staff including passive-aggressive verbal aggression, harassment, and cyberbullying. Similarly, anecdotes of little to no patience leading to aggression were reported by staff in experiences with colleagues and administrators. Others reported a decrease in aggression due to the online or hybrid model of learning.

Staff expressed a concern with overall mental and physical well-being of stakeholders, including physical sickness, exposure/diagnosis of COVID-19, social-emotional health, and burnout of staff as they navigated the challenges of the pandemic. Staff also shared their concerns around school climate with lack of participation from students and how they would like to see altered expectations for students during the pandemic, as well as more involvement from staff in consequences. Respondents expressed the need for more communication from the district, more honest communication and implementation from administrators and better communication overall in crisis response.

Issues regarding policies were not represented in staff voice. However, similar to other stakeholders, staff described a) a lack of programs, such as those focusing on mental health, restorative justice and social-emotional learning, b) need for training, such as crisis response, and c) the need for physical resources. Others reported experiences of good and effective policies/procedures with little to no concern for safety and resources.

Staff expressed concern with the effects of COVID-19 on the experiences of staff and students as well as the politicization of the pandemic in their communities. Staff discussed the need to strengthen relationships with parents and detailed experiences of violence in the community affecting students as well as differing political views/practices having effects on experiences and approaches to situations like the COVID-19 pandemic. Some noted that reopening has been successful and that districts/schools have been taking the best steps to keeping their students and staff safe.

AGGRESSION	
Aggression from students • Verbal • Physical only in person • Intimidation • Cyberbullying • Decrease during hybrid model	"Intimidation, humiliation and expression of biases have increased between the student body in the form of digital communication." "I fear being shot and attacked all the time during in-person learning. I feel like I will die at work at the hands of a violent student. KEEP ONLINE LEARNING. DO SOMETHING ABOUT SCHOOL SCHOOTINGS NOW. Our security guards are usually elderly or riding scooters to get around. The grocery store has better security than our public schools. DO SOMETHING NOW!"
Aggression from parents • Passive-aggressive • Verbal • Harassment • Cyberbullying • Little to no patience for staff leading to more aggression towards staff • Political	"I feel parents have been very aggressive during this time. The majority of them have politicalized the situation and refused to conform to our health and safety guidelines. Most comments are personal and political. Parents of online students have placed more blame on the school for their students lack of success. I have received many verbal insults to me and my school concerning masking and social distancing. Our sports events have been more contentious because of limited seating. Many parents have been outraged that they have been limited on the number of people allowed at sporting events."
Aggression from colleagues • Verbal • Intimidation • Little to no patience for staff leading to more aggression towards staff • Decrease online	"Once removed from a hostile environment with a particular teacher, all has been well. No violence, just personality clashes and insecurity."
Aggression or mistreatment from administrators • Little to no patience for staff leading to more aggression towards staff • Threats • Lack of support • Intimidation	"I have stopped being threatened so much by the students and started to feel more bullied by my direct administrator. When I am uncomfortable with assignments during this pandemic or when I don't feel something is in my job description – I am threatened or made to feel my job is in danger. This is a new problem. It used to be the kids. Now it is the adults."
Little to no experiences with aggression • Less aggression online	"There seems to be less opportunity to become dysregulated in virtual learning than full day in person learning so there has been very minimal behavior concerns during virtual of hybrid learning."

PHYSICAL AND MENTAL WELL-BEING	
Physical and mental health of all school stakeholders • Sickness, COVID • Stress over hybrid learning • Social-emotional health of students at home and in person • Mental health of students and staff • Burnout	"Burnout and lack of time/resources to cope with the demands of the job." "I feel like I am putting myself and my family in harms way. My age is a factor as well as my husband's. I don't want to come back to the house and possibly bring the virus back to my family. I also am uncomfortable with the level of anxiety that I no doubt will have to deal with on a day to day basis." "Those with mental health issues who are not in school are really struggling. There has also been an uptick in the number of parents dealing with mental health issues which is having a direct impact on students. The isolation of students and families if they are not leaving home can be devastating."
EDUCATION AND STUDENT SUPPORT	
School climate • Altered expectations for students • More staff involvement in consequences • Hybrid/online model – lack of participation and students are desperate to connect	"Consistent behavioral expectations and positive/negative consequences across ALL staff and leadership at the school level. Increased parent outreach, particularly to historically marginalized and non-English speaking groups that may not be comfortable in a school setting."
Communication • Fewer opportunities to interact with students • More communication from district • Honest communication and implementation from administrators • Better communication in crisis response	"A specific notification tree that can be efficiently implemented in an emergency. Sheltering in place isn't really a plan."
POLICIES	
Not represented in staff voice	N/A

RESOURCES	
Need for programs- for all stakeholders • Mental health • Social-emotional learning, restorative justice • Professional Development • In-services	"1. Strong district and administrative support focused on teaching social emotional learning to students. 2. Resources to address and improve staff climate in building. 3. Resources for improving classroom management and teaching de-escalation strategies"
Training • De-escalation, trauma, cultural sensitivity training • Response to emergency situations • Prevention and intervention • Crisis response	"De-escalation techniques. More classroom management. consistent application of policies."
More staff and support • Increase social worker, school psychologist staff • Increase special education and assistants staff • Smaller class sizes	"More special educators. More additional assistants. Better substitutes. Incentives for teacher retention. Incentives for Black teachers to stay. Staff representation of culture of the community" "We need more teachers. In order to truly be able to implement restorative and trauma informed practices teachers need class sizes that are smaller. Many of our classes are 30+ students packed into small classrooms. Teachers cannot be expected to build the kind of relationships that can really make a difference with a teaching load of over 150 students whom they only see 45 minutes a day. We need more counselors. Caseloads of 400 students in areas with students who have high trauma loads should be unacceptable. The greater the needs, the lower the counselor student ratio should be. Counselors intervene to prevent a lot of violence when they have the time and are given the freedom to spend time working with students"
Physical resources • Secure doors and windows, resource officers, security cameras • Armed officers and other employees	"Metal detectors. Bag searches. Making sure that visitors go to the office to check-in/out. Campus security. Make security guards adhere to policies"
Our policies and procedures are good/effective • Increase social worker, school psychologist staff • Increase special education and assistants staff • Smaller class sizes	"We have good policies and contingency plans, rehearsed with local law enforcements and specialty consultants." "Current policies, procedures and interventions are effective"

COMMUNITY AND SOCIETAL CONCERNS	
COVID-19 concerns • Re-opening • Lack of safety protocols and resources, vaccines, cleaning, mask wearing • Not adhering to/staying up to date on data/CDC Guidelines • Politically-based	"Rapid test for students and staff. Plastic shields for all students. Proper updated ventilation. Schools are over 50 years old in Willingboro NJ"
Parent and community relationships	"The use of positive relationship building with local law enforcement would be beneficial, along with a focus on building relationships with our most disconnected families and students"
Community and neighborhood concerns • Violence • Differing political views/practices • Remote locations are too far for emergency response	"Remote location school is several minutes from emergency response. Supportive neighborhood and community feel they are immune from serious safety threats, causes apathy."
No concerns • Re-opening has been successful	"None, they should keep doing what they are doing."

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