

PROMOTING A POSITIVE AND EQUITABLE SCHOOL CLIMATE DURING THE PANDEMIC IN OHIO'S DISTRICTS AND SCHOOLS

**CENTER FOR URBAN EDUCATION AT CLEVELAND STATE UNIVERSITY AND THE OHIO
DEPARTMENT OF EDUCATION**

MARCH 22, 2021

WRITING TEAM

Dr. Dakota King-White, Cleveland State University
Dr. Heather Boughton, Ohio Department of Education
Xiaona Jin, Cleveland State University
Dr. Alexandra Golden, Cleveland State University
Dr. Adam Voight, Cleveland State University
Dr. Jill Jackson, Ohio Department of Education
Steven Sanders, Cleveland State University
Dr. Peggy Sorensen, Ohio Department of Education
Eben Dowell, Ohio Department of Education
Alissa Allen, Ohio Department of Education
Sophia Elliott, Cleveland State University
Steven Chlinski, Ohio Department of Education
Matthew Imperato, Ohio Department of Education
Jennifer Vargo, Ohio Department of Education
Emily Jordan, Ohio Department of Education

I. INTRODUCTION

2020-2021: An unprecedented year in education. COVID-19 drove Ohio’s K-12 schools to close their buildings in the spring of 2020 and shift to remote learning. School districts are challenged with creating and maintaining a sense of community, both remotely and in person. Issues of pandemic-induced trauma and general well-being among students, staff, and families must be addressed. The total effects of COVID-19 on schools remain to be seen, but evidence from past educational disruptions suggest negative effects on students’ learning and social and emotional outcomes. The harm from COVID-19 has likely been more severe for traditionally marginalized groups. In addition to and alongside the pandemic, numerous episodes of police violence against African Americans and rising anti-Asian violence this year have brought issues of racism and inequality into the public consciousness. Many schools and districts are rising to the moment, ready to become better stewards of equity, inclusions, and justice.

Goals for improvement. We offer ten research-based school climate improvement strategies to help schools and districts build safe and supportive communities that support the whole child amidst the pandemic and the racial justice movement. These strategies can be used inside the classroom and remotely. Our goal is to provide guidance to schools and districts in Ohio on how to thrive and be better than we were before by:

- Promoting a positive, equitable school climate where all students feel safe, supported, and well.
- Strengthening schools and districts as anti-racist, justice-promoting institutions where all students can thrive academically, socially, and emotionally.

The remainder of this report is organized around a series of ten research-based strategies that schools and districts can utilize during the 2020-2021 academic year and beyond. The ten strategies are as follows: (1) State a school vision and mission that includes values of community and inclusion; (2) Use data to provide support for students, teachers, and families; (3) Integrate multi-tiered systems of support; (4) Cultivate positive relationships amongst school staff and students; (5) Promote social and emotional learning; (6) Foster a positive school racial climate; (7) Engage students in social action to address problems; (8) Address experiences and emotions tied to the pandemic and to equity and inclusion; (9) Incorporate trauma-informed practices and staff professional development; and (10) Provide behavioral health support and interventions.

II. STRATEGIES

Below, we outline ten evidence-based¹ strategies for fostering a positive school climate amidst closures or emergencies and supportive of racial justice. The strategies are listed in no particular order. Though not a “strategy” per se, there is ample evidence that simply reestablishing the routines of school following a traumatic event can be immensely helpful for young people. The strategies below assume that schools and districts will reestablish that routine with the understanding that there may be variation in the proportion of it that is in-person.

STRATEGY 1. STATE A SCHOOL VISION AND MISSION THAT INCLUDES VALUES OF COMMUNITY AND RACIAL JUSTICE

In order for schools and districts to create a positive climate that can support students, staff, and families through these challenging times, their guiding principles should emphasize themes of community and racial justice. Further there must be strong alignment between these guiding principles (i.e., policies) and procedures and practices on the ground. School and districts should review existing policies to ensure they promote a positive school climate for all students (e.g., homeless students, English language learners, students with disabilities). A good starting point for refreshing policies is a revisitation of vision and mission statements to ensure that they convey messages of togetherness and equity. Now is an ideal time for schools and districts to revisit and refresh their vision and mission statements to ensure that they are responsive to the moment we are in. A vision statement is concise and articulates the broad goals and values of the schools. A mission statement is longer and provides some detail as to how the school’s and district’s vision will be achieved. The strategies listed below can support schools and districts as they strive to be more inclusive, be more supportive of diverse students, and better prepare students for success.

- Be aware of and help with the development of school and district policies leading to equitable treatment of all students and challenge school policies that hinder equitable treatment of any student within the academic setting.
- Ensure vision, mission, policies, and procedures align with a positive school climate.
- Engage stakeholders (e.g., families, educators, students, community members) in the process to ensure that policies, procedures, and practices are implemented to promote an equitable and inclusive environment for all students.
- Confirm that the vision and mission emphasize community engagement and resilience may help students, staff, and families feel safe and supported.

Additional resource: [ODE Cultural Competency Resources](#)

¹ See references appendix for works cited

STRATEGY 2. USE DATA TO PROVIDE SUPPORT FOR STUDENTS, TEACHERS, AND FAMILIES

Understanding the perceptions, needs, and feelings of the school community is an important component of promoting a positive school climate. There is a growing base of empirical evidence that students' experiences of school climate and their academic achievement are linked. Although the term "school climate" implies that it is a characteristic of school buildings, research shows that students in the same school may experience safety, support, and connection differently based on their unique identities. Further, the relationship between climate and achievement may be stronger for students from lower socioeconomic status and students of color compared to their peers. Using data to promote a positive school climate and inform education policy is not a new strategy. However, due to the recent pandemic and racial justice issues, a nuanced examination of student needs to inform services is imperative in both face-to-face and remote contexts. Schools and districts should include data from a variety of stakeholders (e.g., parents, students, personnel, community members, and outside sources) to inform their needs assessment and work in creating a positive school climate. Schools and districts can also consider using non-educational data (e.g., community-based data, unemployment data, Medicaid) to help understand the challenges students face. Below is a list of strategies for using data to promote a positive school climate for all students.

- Assess the needs of students, families, and staff multiple times throughout the year. Collaborate with partners to access existing data that may also help identify needs.
- Use both quantitative and qualitative data to identify and address achievement, opportunity, and social and emotional gaps among students.
- Collaborate with stakeholders throughout the school and district to gather and analyze data and share outcomes with stakeholders.
- Based on data, utilize evidence-based practices to support students.

Additional resources:

- [CASEL Data Reflection Protocol](#)
- [Data-Based Decision Making Positive Behavioral Interventions and Supports](#)
- [National Center on Safe and Supportive Learning Environments - School Climate Measurement](#)
- [Reset and Restart Guide for Serving English Learners](#)
- [Sample Surveys from Panorama](#)
- [Considerations for District and School Administrators Overseeing Distance Learning for Students with Disabilities](#)

STRATEGY 3. INTEGRATE MULTI-TIERED SYSTEMS OF SUPPORT

One of the most prominent systemic approaches to improving social, emotional, and academic outcomes for students in K-12 schools that may have particular relevance during the pandemic is multi-tiered systems of supports (MTSS). MTSS includes three tiers of support. Tier one includes universal interventions to support all students and staff. Tier two interventions are more targeted to students and staff with demonstrable needs and typically apply to about 15% of the school population. For students and staff with the most intensive needs, tier three interventions are individualized. Schools should select evidence-based practices for each of the three tiers, and they should use their own needs assessment data to determine which interventions are needed and for whom. Below are strategies to support MTSS that is culturally sensitive to the needs of all students and staff.

- Collaborate to (re)establish, teach, and model school-wide expectations for students and staff members every school year with regular opportunities for recognition of positive behavior. It is pertinent that these expectations are communicated to families as well.
- Disaggregate data to determine if certain groups may have particular needs for support.
- Engage all school staff in ongoing professional learning about tier-one, universal strategies for relationship building, proactive classroom management, equity, and implicit bias.
- Greet students at the start of the school day and implement social-emotional learning and community building activities face-to-face or virtually.
- Use restorative practices as a holistic framework to relationship building and conflict resolution that extends beyond specific disciplinary incidents and is integrated into the broader workings of the school.
- Use parent-teacher home visits.
- Provide trauma-informed practices professional development for teachers, staff, and administrators to support students at each tier within MTSS.

Additional resources:

- [ODE PBIS Resources](#)
- [Restorative Practices for Educators](#)
- [Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year](#)

STRATEGY 4. CULTIVATE POSITIVE RELATIONSHIPS AMONG STUDENTS AND SCHOOL STAFF

The relationships between students and staff in a school are one of the defining aspects of school climate and one that may have particular importance during a time of disruption to schooling. In order to foster positive student-staff relationships, schools must proactively address any barriers that may impede such relationships, including prejudging students and families based on past experiences, being overwhelmed by testing and other procedures, enduring student or staff traumatic experiences, and mistrust. Below are effective strategies for building positive student-staff relationships.

- Ask open-ended questions to learn about the needs of the students and staff.
- Organize professional development opportunities related to recognizing stereotypes and biases and evidence-based strategies to support all students and staff in the academic setting.
- Start rapport-building strategies among students and staff early in the year.
- Greet students at the start of the school day and implement social-emotional learning and community building activities face-to-face or virtually.
- Create virtual platforms for students to informally check in with school staff.

Additional resources:

- [Harvard Relationship Mapping Strategy](#)
- [Search Institute 40 Developmental Assets](#)

STRATEGY 5. PROMOTE SOCIAL AND EMOTIONAL LEARNING

Social and emotional learning (SEL) is a priority for the Ohio Department of Education (ODE), which released its K-12 Social and Emotional Learning Standards in 2019 (see additional resources below) as a guide for Ohio schools and districts. The standards focus on five competencies for social and emotional learning: self-awareness, self-management, social awareness, relationship skill, and responsible decision-making. When students grow these competencies, they build stronger, more empathic relationships and become more engaged at school, which in turn promotes an overall positive school climate. Schools and districts need also be mindful of the social and emotional health and competence of staff. Indeed, school staff should model SEL competencies to reinforce students' learning. Students and staff alike are impacted by the pandemic, and social and emotional competence may offer resilience to stressors. SEL intervention is not a one-size-fits-all approach but rather must respond to the specific needs of students, staff, and families. Below are strategies to consider when implementing SEL.

- Know the five ODE SEL competencies specific to the grades in your building and/or that you teach.
- As school staff, model SEL competencies for students and families, including being aware of triggers.
- Intentionally integrate SEL into the regular curriculum.
- Create emotionally and physically safe and supportive spaces for students to thrive in both face-to-face and remote learning.
- Use data to understand the SEL needs of students, staff, and families.
- Evaluate SEL strategies that your school or district used during the pandemic to see if they were impactful and make necessary adjustments for continuous improvement.

Additional resources:

- [Collaborative for Academic, Social, & Emotional Learning \(CASEL\)](#)
- [George Lucas Educational Foundation Social and Emotional Learning Video Series](#)
- [Learning Policy Institute Leveraging SEL Learning](#)
- [Ohio Department of Education SEL Resources](#)
- [Ohio's Early Learning and Development Standards from Birth to Kindergarten](#)
- [Ohio's K-12 Social and Emotional Learning Standards](#)
- [SEL 3 Signature Practices](#)
- [Supporting Teachers SEL](#)
- [Trauma-Informed SEL](#)

STRATEGY 6. FOSTER A POSITIVE SCHOOL RACIAL CLIMATE

Many schools work to build a positive climate, but studies consistently show that students of different races experience the school environment differently, with Black and Latinx youth reporting lower perceptions of the school environment than their peers. It is important for schools to be mindful of race-based disparities in school climate perceptions and consider how the policies, programs, practices, and interactions in the school may affect students differently. In thinking about school climate interventions, schools can pay particular attention to the dynamics of cross-racial interpersonal interactions among students and teachers, overall race relations in the school, the degree to which racial stereotypes may be perpetuated, fairness in the implementation of practices and policies, support through the creation of supportive spaces for students who may feel marginalized, and inclusive racial representation in the curriculum. This requires a collaborative approach and systemic planning to ensure that all stakeholders (i.e., students, staff, and families) are heard and engaged in helping to foster a positive school racial climate. Below are strategies to assist schools with integrating practices that promote a positive school racial climate.

- Collect, analyze, and use data from families to get their input and increase cultural responsiveness of teaching and learning in the school.
- Create “identity safe” classrooms--classrooms in which all students are treated as welcomed, valued, and contributing members of the class. This can be done face-to-face or through remote learning. Setting up virtual “hangouts” for students to come and chat with a trusted adult can be beneficial to continuing to build rapport outside of school.
- Infuse the curriculum with material from diverse groups so that students can see themselves and other populations represented in the curriculum (e.g., new authors, new historical material).
- Work to eliminate stereotypes and prejudice by intentionally and actively working to reduce prejudice and stereotyping of students and families in the school such as through the inclusion of an explicitly antiracist curriculum and open conversations about race and racism.
- Provide wise critical feedback accompanied by the wise assurance of students’ potential to reach a higher standard to bolster minority adolescents’ school trust and improve their academic behavior in response to critical feedback.

Additional resources:

- [ASCD Resources for Addressing Racism and Hatred in the Classroom](#)
- [Center for Racial Justice in Education](#)
- [Race Conversations in the Classroom](#)

STRATEGY 7. ENGAGE STUDENTS IN SOCIAL ACTION TO ADDRESS PROBLEMS

Student voice is an important component of any school climate improvement work. When students are partners in naming problems and generating and helping to implement solutions, they feel more ownership over the school community, become more engaged, and develop stronger relationships with peers and adults at school. Further, students are experts on the school environment in ways adults often are not. Having students involved can help teachers, administrators, and student support staff understand issues in new ways. There are also clear benefits to getting students involved in solving problems beyond the walls of the school. Tackling social issues through service-learning, community service, organizing, and other means of action confers positive academic and psychological outcomes for young people.

Student voice is particularly important during this time. Empowering students to help navigate problems both within and without the school can help schools identify creative strategies for addressing the pandemic and racial injustice. Additionally, many students may feel disconnected and disengaged in the present circumstances, and participating in collective action may help ameliorate that alienation. Specific practices that schools might consider include:

- Forming a student advisory council or inviting student members to participate in adult teams tasked with crafting re-opening and racial justice plans and otherwise addressing the challenges of the day.
- Implementing student voice strategies like youth participatory action research (YPAR) in schools, including in the regular curriculum.
- Connecting and networking with outside organizations that specialize in student voice work to help facilitate opportunities for students.

Additional resources:

- [John W. Gardner Center for Youth and Their Communities - Youth Engaged in Leadership and Learning](#)
- [Ohio Department of Mental Health and Addiction Services “Youth-Led”](#)
- [Ohio Student Association](#)
- [YPAR Hub](#)

STRATEGY 8. ADDRESS EXPERIENCES AND EMOTIONS TIED TO THE PANDEMIC AND TO EQUITY AND INCLUSION

Throughout 2020-21, students have experienced many changes and uncertainty due to the pandemic and civil unrest across the United States. In the 21st century, students are also exposed to many events on social media that can add additional stress. Due to the recent events, students may experience a range of emotions, including anger, fear, frustration, disappointment, and hurt. These emotions may mask some of the broader concerns that students face, and that ultimately impact their academic performance. By schools and districts taking an actively inclusive stance and creating a school climate that allows students to express themselves allows for students to feel safe in their academic environments. Below are strategies to support students' emotional expression and to promote a positive school climate in which students can thrive.

- Provide small groups in schools (face-to-face or virtually) for students to express themselves to ensure that they have a safe place to process their emotions. These groups can be facilitated by school counselors, clinical counselors, school psychologists, or social workers, as well as peer-to-peer support groups. This type of support can be offered through collaboration with local counseling agencies, hospices, and other entities that support students who need additional support.
- Teach students the proper social skills that are related to identifying their emotions and expressing them in a meaningful way.
- Promote safe places throughout the school that are conducive for students to have conversations with trusted adults.
- Build rapport early in the year with students so they are comfortable sharing when they experience a situation that needs to be processed.
- Ensure that students have equitable access to resources by providing community resource lists and access to resources that are available in the academic setting.
- Encourage students to participate in developmentally appropriate conversations and classroom lessons that discuss the recent events throughout the country including but not limited to the traumatic experiences of the recent deaths, civil unrest, and the pandemic on themselves, their families, and their communities.

Additional resources:

- [Creating Safe Spaces in Schools](#)
- [National Center for School Crisis and Bereavement](#)

STRATEGY 9. INCORPORATE TRAUMA-INFORMED PRACTICES AND STAFF PROFESSIONAL DEVELOPMENT

During the pandemic, many students, staff, and families have experienced trauma. Almost all students have been abruptly taken out of their daily routines of spending time at school and learning in a face-to-face environment. However, schools and districts are likely unaware of other traumatic experiences that students and staff may have faced. These include the loss of a loved one, institutional racism, community violence, school shootings, parental incarceration, divorce of parents, mental illness of parents/caregivers, and substance abuse in the home. Traumatic experiences can have a lifelong effect on learning and may negatively impact academic achievement. Within the school setting, the negative impact of trauma on students may lead to poor concentration, declining academic performance, school absenteeism, and drop out. These challenges create barriers for the success of students in the academic setting. Due to the pandemic, students of all races and socioeconomic statuses may be impacted by trauma. It is imperative for educators to be aware of the impact of trauma within the academic setting. Below are practices to use within K-12 settings to promote a trauma-sensitive school climate.

- Assess how students feel when it comes to safety and promote the importance of safety among students in the academic setting.
- Understand trauma and its impact specifically on the diverse populations of students and families served within the school.
- Avoid re-traumatizing students and families.
- Provide system-wide trauma-informed care support from other educators, administrators, and other supports within the academic setting. Allow students to share their voices to empower them in the academic setting.
- Encourage relationships between students and staff to promote a positive school climate.
- Promote cultural competence among staff who serve the students and families within the school to ensure that students are being supported from a trauma-informed perspective.
- Create a safe environment for students to thrive. By asking students their thoughts about what safety looks and feels like in the school setting (face-to-face or virtually), environments can be better built to help students feel safe.

Additional resources:

- [Centers for Disease Control and Prevention of Adverse Childhood Experiences](#)
- [ChildTrauma Academy](#)
- [George Lucas Educational Foundation Trauma-Informed Care Video Series](#)
- [Harvard University Center on the Developing Child](#)
- [Neurosequential Network COVID-19 Resources](#)
- [The National Child Traumatic Stress Network](#)
- [Trauma Sensitive Schools](#)

STRATEGY 10. PROVIDE BEHAVIORAL HEALTH SUPPORT AND INTERVENTIONS

One of Ohio's top priorities is to support the health and well-being of students in the state. Now more than ever, students and staff need to develop skills to build resiliency to face life stressors, particularly those created during the pandemic. Whether instruction is remote, in-person, or a hybrid approach, schools must consider how to best support the behavioral health needs of students and staff while ensuring their physical health and safety. Schools and districts may already partner with behavioral health providers to support students' social and emotional well-being along a continuum. Districts may implement or continue to utilize their existing multi-tiered system of behavioral health supports to meet the needs not only of students, but staff as well.

Over the past year, students have experienced stressors that may have a lasting impact on them academically, socially, and emotionally. These experiences are not limited to students but also to staff who serve students. It is imperative that districts are prepared to provide support face-to-face or virtually during the 2020-21 academic year and beyond. In an effort to promote a positive school climate, stakeholders must be intentional about behavioral health services that will be provided to students, staff, and families. Quite often in districts, there are various stakeholders who can support students socially and emotionally. In an effort for more collaboration between behavioral health providers and other resources, developing a tiered system of behavioral health support can be beneficial to the students. In this approach, districts should consider how they will also support staff who work with students and families. Below are strategies with a three-tiered approach to consider when creating behavioral health services in schools to promote a positive school climate for students and staff.

- Promote universal strategies to support all students and adults who serve them at a tier one level. In this tier, there is a level of support in which all students have access to behavioral health services that promote social and emotional well-being in a school setting.
 - Implement social and emotional curricula for all students that are preventive in nature and that supports academic achievement by teaching self-awareness, self-management, social-awareness, relationship and problem-solving skills.
 - Use a strengths-based approach that looks at the positive attributes of the students and builds upon those attributes to provide services.
 - Integrate trauma-informed classroom methods into the class setting.
 - Make parents aware of social, emotional, and behavioral health services provided within the academic setting. Also, create a list of available community resources that can be disseminated.
 - Promote the importance of self-care for the adults who serve the students in the academic setting.

- Create more targeted, short-term interventions for students who may need additional support.
 - Develop policies and procedures for early identification and referral which may include screenings, student identification criteria, referral processes, and team structures such as student assistance programs or response to intervention.
 - Provide professional development to help staff recognize early signs of social, emotional and behavioral health needs and challenges.
 - Consult with other stakeholders about behavior management strategies in the classroom for teachers and staff.
 - Create small group interventions to support students based on similar risk factors or needs.
 - Implement evidence-based tier II strategies focused on relationship building and mentoring such Check In/Check Out, or Check and Connect,
 - Provide short-term individual counseling by a behavioral health professional (eg. school counselor, school social worker, or clinical mental health provider).
 - Pursue additional professional development in areas where more resources are needed.
- Establish individualized behavioral health supports for students demonstrating behaviors that impact daily functioning and who are not responding to the other resources.
 - Develop policies and procedures for identification and referral which may include screenings, student identification criteria, referral processes, and team structures such as student assistance programs or response to intervention.
 - Assess student needs and create an individualized intervention plan.
 - Partner with community behavioral health providers or other agencies to offer mental health counseling services and additional support.
 - Use a wrap-around approach for students to ensure that students and families are supported in the home, school, and community and that their voices are heard.
 - Pursue additional support and professional development in relevant areas.

Additional resources:

- [ASCA and NASP School Reentry Considerations](#)
- [Mental Health in Schools for Educators](#)
- [National Center for School Mental Health](#)
- [Ohio Department of Education Positive Behavioral Interventions and Supports](#)
- [Ohio Department of Education Trauma-Informed Schools](#)
- [Project AWARE Ohio Statewide Resources](#)
- [Secondary Traumatic Stress and Self-Care Packet](#)

REFERENCES

- Ager, A., Akesson, B., Stark L., Flouri, E., Okot, B., McCollister, F., & Boothby, N. (2011). The impact of the school-based Psychosocial Structured Activities (PSSA) program on conflict-affected children in northern Uganda. *Journal of Child Psychology and Psychiatry*, 52(11), 1124-1133.
- Ahn, J., & McEachin, A. (2017). Student enrollment patterns and achievement in Ohio's online charter schools. *Educational Researcher*, 46(1), 44-57.
- Ahram, R., Fergus, E., & Noguera, P. (2011). Addressing racial/ethnic disproportionality in special education: Case studies of suburban school districts. *Teachers College Record*, 113(10), 2233-2266.
- Anyon, Y., Gregory, A., Stone, S., Farrar, J., Jenson, J. M., McQueen, J., Downing, B., Greer, E., & Simmons, J. (2016). Restorative interventions and school discipline sanctions in a large urban school district. *American Educational Research Journal*, 53(6), 1663-1697.
- Anyon, Y., Wiley, K., Yang, J., Pauline, M., Grapentine, J., Valladares, G., & Pisciotta, L. (2016). *Spotlight on success: Changing the culture of discipline in Denver Public Schools*. Denver, CO: Office of Social and Emotional Learning, Division of Student Services, Denver Public Schools.
- Archambault, L., Diamond, D., Brown, R., Cavanaugh, C., Coffey, M., Foures-Aalbu, D., Jared, R., & Zygouris-Coe, V. (2010). *Research committee issues brief: An exploration of at-risk learners and online education*. International Association for K-12 Online Learning.
- Archambault, L., Kennedy, K., & Bender, S. (2013). Cyber-truancy: Addressing issues of attendance in the digital age. *Journal of Research on Technology in Education*, 46(1), 1-28.
<https://doi.org/10.1080/15391523.2013.10782611>
- Arora, P. G., Collins, T. A., Dart, E. H., Hernández, S., Fetterman, H., & Doll, B. (2019). Multi-tiered systems of support for school-based mental health: A systematic review of depression interventions. *School Mental Health*, 11(2), 240-264.
- Atkins, M. S., Hoagwood, K. E., Kutash, K., & Seidman, E. (2010). Toward the integration of education and mental health in schools. *Administration and Policy in Mental Health and Mental Health Services Research*, 37, 40-47.
<https://doi.org/10.1007/s10488-010-0299-7>
- Bacher-Hicks, A., Goodman, J., & Mulhern, C. (2020). *Inequality in household adaptation to schooling shocks: COVID-induced online learning engagement in real time* (No. w27555). National Bureau of Economic Research.
- Baker, C., Brown, M. S., Wilcox, D. P., Overstreet, S., Arora, P. (2016). Development and psychometric evaluation of the attitudes related to trauma-informed care (ARTIC) Scale. *School Mental Health*, 8(1), 61-76.
- Bal, A., Afacan, K., & Cakir, H. I. (2019). Transforming schools from the ground-up with local stakeholders: Implementing Learning Lab for inclusion and systemic transformation at a middle school. *Interchange*, 50(3), 359-387.
- Bal, A., Kozleski, E. B., Schrader, E. M., Rodriguez, E. M., & Pelton, S. (2014). Systemic transformation from the ground-up: Using Learning Lab to design culturally responsive schoolwide positive behavioral supports. *Remedial and Special Education*, 35(6), 327-339.
- Bal, A., Schrader, E. M., Afacan, K., & Mawene, D. (2016). Using Learning Labs for culturally responsive positive behavioral interventions and supports. *Intervention in School and Clinic*, 52(2), 122-128.
- Barbour, M. (2015). The disconnect between policy and research: Examining the research into full-time K-12 online learning. In D. Rutledge & D. Slykhuis (Eds.), *Proceedings of SITE 2015--Society for Information Technology & Teacher Education International Conference* (pp. 1438-1445). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE).
- Barbour, M. (2008). What are they doing and how are they doing it? Rural student experiences in virtual schooling. In C. Bonk, M. Lee & T. Reynolds (Eds.), *Proceedings of E-Learn 2008--World Conference on E-Learning in*

- Corporate, Government, Healthcare, and Higher Education* (pp. 2496-2503). Las Vegas, Nevada, USA: Association for the Advancement of Computing in Education (AACE).
- Barbour, M., & Plough, C. (2009). Social networking in cyberschooling: Helping to make online learning less isolating. *TechTrends*, 53(4), 56-60.
- Barbour, M. & Plough, C. (2012). Odyssey of the Mind: Social networking in cyberschool. *International Review of Research in Open and Distributed Learning*, 13 (3), 1-18.
- Barrett, E. J., Ausbrooks, C. Y. B., & Martinez-Cosio, M. (2008). The school as a source of support for Katrina-evacuated youth. *Children Youth and Environments*, 18(1), 202-235.
- Baytiyeh, H. (2017). Why school resilience should be critical for the post-earthquake recovery of communities in divided societies. *Education and Urban Society*, 51(5), 693-711.
- Beck, D. (2015). The online school librarian: Roles and responsibilities. *TechTrends: Linking Research & Practice to Improve Learning*, 59(3), 77-84.
- Beck, D., Maranto, R., & Lo, W. J. (2013, March, 15). *Parent involvement and student/parent satisfaction in cyber schools* [Paper presentation]. Society for Information Technology & Teacher Education International Conference. Louisiana, NO.
- Beidas, S. R., Adams, R. D., Kratz, E. H., Jackson, K., Berkowitz, S., Zinny, A.,...Evans, A. (2016). Lessons learned while building a trauma-informed public behavioral health system in the city of Philadelphia. *Evaluation and Program Planning*, 59, 21-32.
- Belfer, M. L. (2006). Caring for children and adolescents in the aftermath of natural disasters. *International Review of Psychiatry*, 18(6), 523-528.
- Blanchet-Cohen, N., & Nelems, R. (2013). A child-centered evaluation of a psychosocial program: Promoting children's healing, safety and well-being in post-disaster contexts. *Children Youth and Environments*, 23(1), 23-42.
- Berger, E., Carroll, M., Maybery, D., & Harrison, D. (2018). Disaster impacts on students and staff from a specialist, trauma-informed Australian school. *Journal of Child & Adolescent Trauma*, 11(4), 521-530.
- Bohnenkamp, J. H., Stephan, S. H., & Bobo, N. (2015). Supporting student mental health: The role of the school nurse in coordinated school mental health care. *Psychology in the Schools*, 52(7), 714-727.
- Bokszczanin, A. (2012). Social support provided by adolescents following a disaster and perceived social support, sense of community at school, and proactive coping. *Anxiety, Stress & Coping*, 25(5), 575-592.
- Borup, J. (2016). Teacher perceptions of learner-learner engagement at a cyber high school. *International Review of Research in Open and Distributed Learning*, 17(3), 231-250.
- Borup, J., Chambers, C. B., & Stimson, R. (2019). Online teacher and on-site facilitator perceptions of parental engagement at a supplemental virtual high school. *The International Review of Research in Open and Distributed Learning*, 20(2). 79-95.
- Borup, J., Graham, C. R., & Davies, R. S. (2013a). The nature of parental interactions in an online charter school. *American Journal of Distance Education*, 27(1), 40-55.
- Borup, J., Graham, C. R., & Davies, R. S. (2013b). The nature of adolescent learner interaction in a virtual high school setting. *Journal of Computer Assisted Learning*, 29(2), 153-167.
- Borup, J., Graham, C. R., & Drysdale, J. S. (2014). The nature of teacher engagement at an online high school. *British Journal of Educational Technology*, 45(5), 793-806.
- Borup, J., Graham, C. R., West, R. E., Archambault, L., & Spring, K. J. (2020). Academic communities of engagement: An expansive lens for examining support structures in blended and online learning. *Educational Technology Research and Development*, 68(2), 807-832.
- Borup, J., Graham, C. R., & Velasquez, A. (2013). Technology-mediated caring: Building relationships between students and instructors in online K-12 learning environments. In M. Newberry, A. Gallant, & P. Riley (Eds.),

Advances in research on teaching: Vol. 18. Emotions in school: Understanding how the hidden curriculum influences relationships, leadership, teaching, and learning (pp. 183-202). Bingley, UK: EmeraldBooks.

Borup, J., Jensen, M., Archambault, L., Short, C.R. & Graham, C.R. (2020). Supporting students during COVID-19: Developing and leveraging academic communities of engagement in a time of crisis. *Journal of Technology and Teacher Education*, 28(2), 161-169. Waynesville, NC USA: Society for Information Technology & Teacher Education.

Borup, J., & Stevens, M. A. (2016). Factors influencing teacher satisfaction at an online charter school. *Journal of Online Learning Research*, 2(1), 3-22.

Borup, J., Stevens, M. A., & Waters, L. H. (2015). Parent and student perceptions of parent engagement at a cyber charter high school. *Online Learning*, 19(5), 69–91.

Borup, J., Walters, S., & Call-Cummings, M. (2019). Examining the complexities of parental engagement at an online charter high school: A narrative analysis approach. *International Review of Research in Open & Distance Learning*, 20(1), 94–110.

Bradshaw, C. P., Pas, E. T., Bottiani, J. H., Debnam, K. J., Reinke, W. M., Herman, K. C., & Rosenberg, M. S. (2018). Promoting cultural responsiveness and student engagement through double check coaching of classroom teachers: An efficacy study. *School Psychology Review*, 47(2), 118-134.

Brannon, T. N., Walton, G. M. (2013). Enacting cultural interests: How intergroup contact reduces prejudice by sparking interest in an out-group's culture. *Psychological Science*, 24(10), 1947–1957.

Buehler, J. (2013). 'There's a problem, and we've got to face it': How staff members wrestled with race in an urban high school. *Race Ethnicity and Education*, 16(5), 629-652.

Byrd, C. M., & Chavous, T. (2011). Racial identity, school racial climate, and school intrinsic motivation among African American youth: The importance of person–context congruence. *Journal of Research on Adolescence*, 21(4), 849-860.

Cappella, E., Frazier, S. L., Atkins, M. S., Schoenwald, S. K., & Glisson, C. (2008). Enhancing schools' capacity to support children in poverty: An ecological model of school-based mental health services. *Administration and Policy in Mental Health and Mental Health Services Research*, 35(5), 395-409.

Carter Jr, R. A., Rice, M., Yang, S., & Jackson, H. A. (2020). Self-regulated learning in online learning environments: Strategies for remote learning. *Information and Learning Sciences*. 121(5/6), 321-329. [h](#)

Cavanaugh, C. (2009). *Getting students more learning time online: Distance education in support of expanded learning time in schools*. Washington, D.C.: Center for American Progress.

Cavanaugh, C., Barbour, M. & Clark, T. (2009). Research and practice in K-12 online learning: A review of open access literature. *The International Review of Research in Open and Distance Learning*, 10(1).

Chafouleas, M. S., Koriakin, A. T., Roundfield, D. K., Overstreet, S. (2019). Addressing childhood trauma in school settings: A framework for evidence-based practice. *School Mental Health*, 11, 40-53.

Chamlee-Wright, E., & Storr, V. H. (2011). Social capital as collective narratives and post-disaster community recovery. *Sociological Review*, 52(9), 266-282.

Chandra, S., Chang, A., Day, L., Fazlullah, A., Liu, J., McBride, L., Mudalige, T., & Weiss, D. (2020). *Closing the K-12 digital divide in the age of distance learning*. San Francisco, CA: Common Sense Media. Boston, Massachusetts, Boston Consulting Group.

Chemtob, C. M., Nakashima, J. P., & Hamada, R. S. (2002). Psychosocial intervention for postdisaster trauma symptoms in elementary school children: A controlled community field study. *Archives of pediatrics & adolescent medicine*, 156(3), 211-216.

Chemtob, C. M., Nakashima, J., & Carlson, J. G. (2002). Brief treatment for elementary school children with disaster-related posttraumatic stress disorder: A field study. *Journal of clinical psychology*, 58(1), 99-112.

- Cook, C. R., Duong, M. T., McIntosh, K., Fiat, A. E., Larson, M., Pullmann, M. D., & McGinnis, J. (2018). Addressing discipline disparities for Black male students: Linking malleable root causes to feasible and effective practices. *School Psychology Review, 47*(2), 135-152.
- Cross, D., Shaw, T., Hadwen, K., Cardoso, P., Slee, P., Roberts, C., Thomas, L., & Barnes, A. (2016). Longitudinal impact of the Cyber Friendly Schools program on adolescents' cyberbullying behavior. *Aggressive behavior, 42*(2), 166-180.
- Curtis, H., & Werth, L. (2015). Fostering student success and engagement in a K-12 online school. *Journal of Online Learning Research, 1*(2), 163-190.
- de la Varre, C., Irvin, M. J., Jordan, A. W., Hannum, W. H., & Farmer, T. W. (2014). Reasons for student dropout in an online course in a rural K-12 setting. *Distance Education, 35*(3), 324-344.
<https://doi.org/10.1080/01587919.2015.955259>
- Digital Learning Collaborative. (2019). *Snapshot 2019: A review of K-12 online, blended, and digital learning*. Retrieved from www.evergreenedgroup.com/keeping-pace-reports.
- DiPietro, M., Ferdig, R. E., Black, E. W., & Preston, M. (2008). Best practices in teaching K-12 online: Lessons learned from Michigan Virtual School teachers. *Journal of interactive online learning, 7*(1), 10-35.
- Distel, L. M. L., Torres, S. A., Ros, A. M., Brewer, S. K., Raviv, T., Coyne, C., Baker, S., Kolski, C., Smith, M. L., & Santiago, C. D. (2019). Evaluating the implementation of Bounce Back: Clinicians' perspectives on a school-based trauma intervention. *Evidence-Based Practice in Child & Adolescent Mental Health, 4*(1), 72-88.
<https://proxy.ulib.csuohio.edu:2096/10.1080/23794925.2019.1565501>
- Dogan-Ates, A. (2010). Developmental Differences in Childrens and Adolescents Post-Disaster Reactions. *Issues in Mental Health Nursing, 31*(7), 470-476.
- Doll B. & Cummings J. A. (2008). *Transforming school-based mental health services: Population-based approaches to promoting the competency of wellness of children*. Thousand Oaks, CA: Corwin Press.
- Dorsey, S., McLaughlin, K. A., Kerns, S. E., Harrison, J. P., Lambert, H. K., Briggs, E. C., Cox, J. R., & Amaya-Jackson, L. (2017). Evidence base update for psychosocial treatments for children and adolescents exposed to traumatic events. *Journal of Clinical Child & Adolescent Psychology, 46*(3), 303-330.
- Drysdale, J., Graham, C., & Borup, J. (2014). An online high school "shepherding" program: Teacher roles and experiences mentoring online students. *Journal of Technology and Teacher Education, 22*(1), 9-32.
- Elbedour, S., Alqahtani, S., Rihan, I. E. S., Bawalsah, J. A., Booker-Ammah, B., & Turner Jr, J. F. (2020). Cyberbullying: Roles of school psychologists and school counselors in addressing a pervasive social justice issue. *Children and Youth Services Review, 109*, 104720.
- Espelage, D. L., & Hong, J. S. (2017). Cyberbullying prevention and intervention efforts: Current knowledge and future directions. *The Canadian Journal of Psychiatry, 62*(6), 374-380.
- Felix, E. D., You, S. K., & Canino, G. (2013). School and community influences on the long term postdisaster recovery of children and youth following Hurricane Georges. *Journal of Community Psychology, 41*(8), 1021-1038.
- Fletcher, J., & Nicholas, K. (2016). What can school principals do to support students and their learning during and after natural disasters?. *Educational Review, 68*(3), 358-374.
- Furr, J. M., Comer, J. S., Edmunds, J. M., & Kendall, P. C. (2010). Disasters and youth: A meta-analytic examination of posttraumatic stress. *Journal of Consulting and Clinical Psychology, 78*(6), 765-780.
<https://doi.org/10.1037/a0021482>
- Galante, R., & Foa, D. (1986). An epidemiological study of psychic trauma and treatment effectiveness for children after a natural disaster. *Journal of the American Academy of Child Psychiatry, 25*(3), 357-363.
- Garrett Dikkers, A., Whiteside, A. L., & Lewis, S. (2012, September/October). Get present: Build community and connectedness online. *Learning & Leading with Technology, 40*(2), 22-25.

- Garrett Dikkers, A., Whiteside, A. L., & Lewis, S. (2013). Virtual high school teacher and student reactions to the social presence model. *Journal of Interactive Online Learning*, 12(3), 156-170.
- Gehlbach, H., Brinkworth, M. E., King, A. M., Hsu, L. M., McIntyre, J., & Rogers, T. (2016). Creating birds of similar feathers: Leveraging similarity to improve teacher–student relationships and academic achievement. *Journal of Educational Psychology*, 108(3), 342–352.
- Gibbs, L., Nursey, J., Cook, J., Ireton, G., Alkemade, N., Roberts, M., Gallagher, H. C., Bryant, R., Block, K., Molyneaux, R., & Forbes, D. (2019). Delayed disaster impacts on academic performance of primary school children. *Child Development*, 90(4), 1402-1412.
- Gion, C. (2018). *Effects of a Multifaceted Classroom Intervention on Racial Disproportionality* (Doctoral dissertation, University of Oregon).
- Gonzalez, T. (2015). Socializing schools: Addressing racial disparities in discipline through restorative justice. In Losen, D. J. (Ed.), *Closing the school discipline gap: Equitable remedies for excessive exclusion*. New York, NY: Teachers College Press.
- Grabin, S. L., Griffin, C. B., Naser, S. C., Brown, J. M., & Proctor, S. L. (2019). School-based interventions for reducing youths' racial and ethnic prejudice. *Policy Insights from the Behavioral and Brain Sciences*, 6(2), 154–161.
- Gray, D. L., Hope, E. C., & Byrd, C. M. (2020). Why black adolescents are vulnerable at school and how schools can provide opportunities to belong to fix it. *Policy Insights from the Behavioral and Brain Sciences*, 7(1), 3-9.
- Greenhow, C., & Chapman, A. (2020). Social distancing meet social media: digital tools for connecting students, teachers, and citizens in an emergency. *Information and Learning Sciences*, 121(5/6), 341-352.
- Gregory, A., Allen, J. P., Mikami, A. Y., Hafen, C. A., & Pianta, R. (2014). Eliminating the racial disparity in classroom exclusionary discipline. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 5(2). <https://digitalcommons.library.tmc.edu/childrenatrisk/vol5/iss2/12/>
- Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation*, 26(4), 325-353.
- Gregory, A., Hafen, C. A., Ruzek, E., Mikami, A. Y., Allen, J. P., & Pianta, R. C. (2016). Closing the racial discipline gap in classrooms by changing teacher practice. *School psychology review*, 45(2), 171-191.
- Gregory, A., Huang, F. L., Anyon, Y., Greer, E., & Downing, B. (2018). An examination of restorative interventions and racial equity in out-of-school suspensions. *School Psychology Review*, 47(2), 167-182.
- Gregory, A., Skiba, R. J., & Mediratta, K. (2017). Eliminating disparities in school discipline: A framework for intervention. *Review of Research in Education*, 41(1), 253-278.
- Hallgarten, J. (2020). *Evidence on efforts to mitigate the negative educational impact of past disease outbreaks* (K4D Helpdesk Report 793). Reading, UK: Education Development Trust.
- Hamilton, L. S., Kaufman, J. H., & Diliberti, M. (2020). *Teaching and leading through a pandemic: Key findings from the American Educator Panels spring 2020 COVID-19 surveys*. RAND Research Report. https://www.rand.org/pubs/research_reports/RRA168-2.html.
- Hanover Research. (2015). *Best practices in K-12 online and hybrid courses*. <https://www.gssaweb.org/wp-content/uploads/2016/04/Best-Practices-in-K-12-Online-and-Hybrid-Courses.pdf>
- Hannum, W. H., Irvin, M. J., Lei, P. W., & Farmer, T. W. (2008). Effectiveness of using learner-centered principles on student retention in distance education courses in rural schools. *Distance Education*, 29(3), 211-229.
- Harvey, D., Greer, D., Basham, J., & Hu, B. (2014). From the student perspective: Experiences of middle and high school students in online learning. *American Journal of Distance Education*, 28(1), 14-26.
- Harden, T., Knemore, T., Mann, K., Edwards, M., List, C., Martinson, J. K. (2015). The truth ‘n trauma project: Addressing community violence through a youth-led, trauma-informed and restorative framework. *Child Adolescent Social Work*, 32, 65-79.

- Hashim, A. K., Strunk, K. O., & Dhaliwal, T. K. (2018). Justice for all? Suspension bans and restorative justice programs in the Los Angeles Unified School District. *Peabody Journal of Education*, 93(2), 174-189.
- Hawkins, A., Graham, C. R., Sudweeks, R. R., & Barbour, M. K. (2013). Academic performance, course completion rates, and student perception of the quality and frequency of interaction in a virtual high school. *Distance Education*, 34(1), 64-83.
- Huh, Y., & Reigeluth, C. M. (2018). Online K-12 teachers' perceptions and practices of supporting self-regulated learning. *Journal of Educational Computing Research*, 55(8), 1129-1153.
- Ijadi-Maghssoodi, R., Marlotte, L., Garcia, E., Aralis, H., Lester, P., Escudero, P., & Kataoka, S. (2017). Adapting and implementing a school-based resilience-building curriculum among low-income racial and ethnic minority students. *Contemporary school psychology*, 21(3), 223-239.
- International Association for K-12 Online Learning. (2019). National standards for quality online teaching. <https://www.nsqol.org/the-standards/quality-online-teaching/>
- Jackson, L. C., Jackson, A. C., & Chambers, D. (2013). Establishing an online community of inquiry at the Distance Education Centre, Victoria. *Distance Education*, 34(3), 353-367.
- Jimerson, S. R., Brown, J. A., & Renshaw, T. L. (2017). Evidence-based interventions to support youth following natural disasters: Evidence-based principles and practices. In L.A. Theodore (Eds.), *Handbook of evidence-based interventions for children and adolescents* (pp. 31- 42). Springer Publishing Company.
- Kataoka, S. H., Nadeem, E., Wong, M., Langley, A. K., Jaycox, L. H., Stein, B. D., & Young, P. (2009). Improving disaster mental health care in schools: A community-partnered approach. *American journal of preventive medicine*, 37(6), S225-S229.
- Kennedy, K. & Ferdig, R.E. (Eds.). (2018). *Handbook of research of K12 online and blended Learning* (2nd Edition). Pittsburgh, PA: Carnegie Mellon University: ETC Press. Retrieved July 18, 2020 from <https://www.learntechlib.org/p/182993/>
- Kilmer, R. P., Gil-Rivas, V., & MacDonald, J. (2010). Implications of major disaster for educators, administrators, and school-based mental health professionals: Needs, actions, and the example of Mayfair Elementary. In R. P. Kilmer, V. Gil-Rivas, R. G. Tedeschi, & L. G. Calhoun (Eds.), *Helping families and communities recover from disaster: Lessons learned from hurricane Katrina and its aftermath* (p. 167-191). American Psychological Association.
- Kim, C., Park, S. W., Cozart, J., & Lee, H. (2015). From motivation to engagement: The role of effort regulation of virtual high school students in mathematics courses. *Journal of Educational Technology & Society*, 18(4), 261-272.
- Klevan, S., & Villavicencio, A. (2016). *Strategies for improving school culture: Educator reflections on transforming the high school experience for Black and Latino young men* (Research Report ED573457). Research Alliance for New York City Schools. https://research.steinhardt.nyu.edu/scmsAdmin/media/users/sg158/PDFs/esi_school_culture/Strategies_for_Improving_School_Culture.pdf
- Ko, J. S., Kassam-Adams, N., Wilson, C., Ford, D. J., Berkowitz, J. S., Wong, M., Brymer, J. M., Layne, M. C. (2008). Creating trauma-informed systems: Child welfare, education, first responders, health care, juvenile justice. *Professional Psychology Research and Practice*, 39, 396-404.
- Kohli, R., Arteaga, N., McGovern, E. R. (2018). "Compliments" and "jokes": Unpacking racial microaggressions in the K-12 classroom. In Torino, G. C., Rivera, D. P., Capodilupo, C. M., Nadal, K. L., Sue, D. W. (Eds.), *Microaggression theory: Influence and implications* (pp. 276-290). John Wiley & Sons.
- Kohli, R., Pizarro, M., & Nevárez, A. (2017). The "new racism" of K-12 schools: Centering critical research on racism. *Review of research in education*, 41(1), 182-202.
- Kohli, R. & Solórzano, D. G. (2012). Teachers, please learn our names!: Racial microaggressions and the K-12 classroom. *Race Ethnicity and Education*, 15(4), 441-462.

- Kourea, L., Lo, Y.-Y., & Owens, T. L. (2016). Using parental input from Black families to increase cultural responsiveness for teaching SWPBS expectations. *Behavioral Disorders, 41*(4), 226–240.
- Kronenberg, M. E., Hansel, T. C., Brennan, A. M., Osofsky, H. J., Osofsky, J. D., & Lawrason, B. (2010). Children of Katrina: Lessons learned about postdisaster symptoms and recovery patterns. *Child development, 81*(4), 1241–1259.
- Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J. (May, 2020). *Projecting the potential impacts of COVID-19 school closures on academic achievement*. (EdWorkingPaper: 20-226). Annenberg Institute at Brown University.
- Kumi-Yeboah, A., Dogbey, J., & Yuan, G. (2018). Exploring factors that promote online learning experiences and academic self-concept of minority high school students. *Journal of Research on Technology in Education, 50*(1), 1–17.
- Kuntz, J. R., Näswall, K., & Bockett, A. (2013). Keep calm and carry on? An investigation of teacher burnout in a post-disaster context. *New Zealand Journal of Psychology (Online), 42*(2), 57–68.
- Kwon, J. B. (2019). *Communicative Interactions with Teachers in K-12 Online Courses: From the Student Perspective*. Lansing, MI: Michigan Virtual University. Retrieved from <https://mvlri.org/research/publications/communicative-interactions-with-teachers-in-k-12-online-courses-from-the-student-perspective/>
- La Greca, A. M., & Silverman, W. K. (2009). Treatment and prevention of posttraumatic stress reactions in children and adolescents exposed to disasters and terrorism: What is the evidence?. *Child Development Perspectives, 3*(1), 4–10.
- Lai, B. S., Osborne, M. C., Piscitello, J., Self-Brown, S., & Kelley, M. L. (2018). The relationship between social support and posttraumatic stress symptoms among youth exposed to a natural disaster. *European journal of psychotraumatology, 9*(sup2): 1450042.
- Lamblin, M., Murawski, C., Whittle, S., & Fornito, A. (2017). Social connectedness, mental health and the adolescent brain. *Neuroscience & Biobehavioral Reviews, 80*, 57–68.
- Langley, A. K., Gonzalez, A., Sugar, C. A., Solis, D., & Jaycox, L. (2015). Bounce back: Effectiveness of an elementary school-based intervention for multicultural children exposed to traumatic events. *Journal of Consulting and Clinical Psychology, 83*(5), 853–865.
- Lawrence, A. (2020). Teaching as dialogue: Toward culturally responsive online pedagogy. *Journal of Online Learning Research, 6*(1), 5–33.
- Lewis, S., Whiteside, A. L., & Dikkers, A. G. (2014). Autonomy and responsibility: Online learning as a solution for at-risk high school students. *International Journal of E-Learning & Distance Education/Revue internationale de e-learning et la formation à distance, 29*(2), 1–11. <http://ijede.ca/index.php/jde/article/view/883/1543>
- Lin, C-H., Zheng, B., & Zhang, Y. (2017). Interactions and learning outcomes in online language courses. *British Journal of Educational Technology, 48*(3), 730–748. doi:10.1111/bjet.12457
- Losen, D.J. (2011). *Discipline policies, successful schools, and racial justice*. Boulder, C: National Education Policy Center. Retrieved June. 12, 2020 from <http://nepc.colorado.edu/publication/discipline-policies>.
- Losen, D. J., & Skiba, R. J. (2010). Suspended Education: Urban Middle Schools in Crisis. *UCLA: The Civil Rights Project / Proyecto Derechos Civiles*. Retrieved from <https://escholarship.org/uc/item/8fh0s5dv>
- Louwrens, N., & Hartnett, M. (2015). Student and teacher perceptions of online student engagement in an online middle school. *Journal of Open, Flexible, and Distance Learning, 19*(1), 27–44.
- Maras, M. A., Thompson, A. M., Lewis, C., Thornburg, K., & Hawks, J. (2015). Developing a Tiered Response Model for Social-Emotional Learning Through Interdisciplinary Collaboration. *Journal of Educational & Psychological Consultation, 25*(2/3), 198–223.

- Masten, A. S., & Osofsky, J. D. (2010). Disasters and their impact on child development: Introduction to the special section. *Child Development, 81*(4), 1029–1039.
- McDermott, B., Berry, H., & Cobham, V. (2012). Social connectedness: A potential aetiological factor in the development of child post-traumatic stress disorder. *Australian & New Zealand Journal of Psychiatry, 46*(2), 109-117.
- McInerney, M., & McKlindon, A. (2014). *Unlocking the door to learning: Trauma-informed classrooms & transformational schools*. Retrieved from <http://www.codmanacademy.org/PDF/Trauma-Informed-in-Schools- ClassroomsFINAL-December2014-2.pdf>
- McIntosh, K., Ellwood, K., McCall, L., & Girvan, E. J. (2018). Using discipline data to enhance equity in school discipline. *Intervention in School and Clinic, 53*(3), 146-152.
- McIntosh, K., Gion, C., & Bastable, E. (2018). *Do schools implementing SWPBIS have decreased racial and ethnic disproportionality in school discipline? PBIS Evaluation Brief*. OSEP National Technical Assistance Center on Positive Behavioral Interventions and Supports. Eugene, OR. <https://www.pbis.org/resource/do-schools-implementing-swpbis-have-decreased-racial-and-ethnic-disproportionality-in-school-discipline>
- Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies*. US Department of Education. <https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>
- Mellin, E. A., Bronstein, L., Anderson-Butcher, D., Amorose, A. J., Ball, A., & Green, J. (2010). Measuring interprofessional team collaboration in expanded school mental health: Model refinement and scale development. *Journal of Interprofessional Care, 24*(5), 514-523.
- Messina, K.C, Kolbert, J.B., Hyatt-Burkhart, D, & Crothers, L.M. (2015). The role of mental health counselors in promoting school-family collaboration within the tiered school-wide positive behavioral intervention and support (SWPBIS) model. *The Family Journal: Counseling and Therapy for Couples and Families, 23*(3), 277-285.
- Muilenburg, L. Y., & Berge, Z. L. (2005). Student barriers to online learning: A factor analytic study. *Distance education, 26*(1), 29-48.
- Müller, L. M., & Goldenberg, G. (May, 2020). *Education in times of crisis: The potential implications of school closures for teachers and students - A review of research evidence on school closures and international approaches to education during the COVID-19 pandemic*. Chartered College of Teaching. U.K. https://my.chartered.college/wp-content/uploads/2020/05/CCTReport070520_FINAL.pdf
- Mulloy, M. (2011). School-based resilience: How an urban public high school reduced students' risk exposure and promoted their social-emotional development and academic success. *Advances in School Mental Health Promotion, 4*(1), 4–22. <https://doi.org/10.1080/1754730X.2011.9715619>
- Mutch, C. (2015). The role of schools in disaster settings: Learning from the 2010-2011 New Zealand earthquakes. *International Journal of Educational Development, 41*, 283-291.
- Mutch, C., & Gawith, E. (2014). The New Zealand earthquakes and the role of schools in engaging children in emotional processing of disaster experiences. *Pastoral Care in Education, 32*(1), 54-67.
- Nadeem, E., Ringle, V. (2016). De-adoption of an evidence-based trauma intervention in schools: A retrospective report from an urban school district. *School Mental Health, 8*, 132-143.
- National Association of School Psychologists. Retrieved from <https://www.nasponline.org/research-and-policy/current-law-and-policy-priorities/policy-priorities/comprehensive-role-of-the-school-psychologist-policy-priority>.
- National Child Traumatic Stress Network. (2016). *Creating trauma-informed systems*. Retrieved from <https://www.nctsn.org/trauma-informed-care/creating-trauma-informed-systems>
- Newman, E., Pfefferbaum, B., Kirlic, N., Tett, R., Nelson, S., & Liles, B. (2014). Meta-analytic review of psychological interventions for children survivors of natural and man-made disasters. *Current psychiatry reports, 16*(9), 1-10.

- Ngo, V., Langley, A., Kataoka, H. S., Nadeem, E., Escudero, P. Stein, D. B. (2008). Providing evidence-based practice to ethnically diverse youths: Examples from the cognitive behavioral intervention for trauma in schools (CBITS) program. *American Academy of Child and Adolescent Psychiatry*, 47(8), 858-862.
- Nicholson-Crotty, S., Birchmeier, Z., & Valentine, D. (2009). Exploring the impact of school discipline on racial disproportion in the juvenile justice system. *Social Science Quarterly*, 90(4), 1003-1018.
- Norris, F. H., Friedman, M. J., & Watson, P. J. (2002). 60,000 disaster victims speak: Part II. Summary and implications of the disaster mental health research. *Psychiatry: Interpersonal and Biological Processes*, 65(3), 240-260.
- Norris, F. H., Friedman, M. J., Watson, P. J., Byrne, C. M., Diaz, E., & Kaniasty, K. (2002). 60,000 disaster victims speak: Part I. An empirical review of the empirical literature, 1981–2001. *Psychiatry: Interpersonal and biological processes*, 65(3), 207-239.
- Okonofua, J. A., Paunesku, D., & Walton, G. M. (2016). Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents. *Proceedings of the National Academy of Sciences*, 113(19), 5221-5226. <https://doi.org/10.1073/pnas.1523698113>
- Oliver, K., Osborne, J. & Brady, K. (2009). What are secondary students' expectations for teachers in virtual school environments? *Distance Education*, 30(1), 23-45.
- Osofsky, H.J., Hansel, H.J., Lawrason, H.J., & Speier, H.J. (2018). Building resilience after disasters through the Youth Leadership Program: The importance of community and academic partnerships on youth outcomes. *Progress in Community Health Partnerships: Research, Education, and Action*, 12(1S), 11-21.
- Overstreet, S., Chafouleas, M. S. (2016). Trauma-informed schools: Introduction to the special issue. *School Mental Health*, 8, 1-6.
- Oviatt, D. R., Graham, C. R., Borup, J., & Davies, R. S. (2016). Online student perceptions of the need for a proximate community of engagement at an independent study program. *Journal of Online Learning Research*, 2(4), 333-365.
- Pfefferbaum, B., Nitiéma, P., & Newman, E. (2019). A meta-analysis of intervention effects on depression and/or anxiety in youth exposed to political violence or natural disasters. *Child & Youth Care Forum*, 48(4), 449-477.
- Pica-Smith, C., & Poynton, T. A. (2014). Supporting interethnic and interracial friendships among youth to reduce prejudice and racism in schools: The role of the school counselor. *Professional School Counseling*, 18(1).
- Picciano, A. G., & Seaman, J. (2009). *K-12 Online Learning: A 2008 Follow-Up of the Survey of US School District Administrators*. Sloan Consortium.
- Platt, J. M., Lowe, S. R., Galea, S., Norris, F. H., & Koenen, K. C. (2016). A longitudinal study of the bidirectional relationship between social support and posttraumatic stress following a natural disaster. *Journal of traumatic stress*, 29(3), 205-213.
- Pope, C. (2013). *Digital distance learning communities: Teachers' beliefs about community in K-12 online education* [Doctoral dissertation, Rutgers University-Graduate School of Education].
- Powell, A., Watson, J., Staley, P., Patrick, S., Horn, M., Fetzer, L., Hibbard, L., Oglesby, J., & Verma, S. (2015). *Blending Learning: The Evolution of Online and Face-to-Face Education from 2008-2015*. International association for K-12 online learning.
- Powell, T. M., & Bui, T. (2016). Supporting social and emotional skills after a disaster: Findings from a mixed methods study. *School Mental Health*, 8(1), 106-119.
- Powell, T., & Holleran-Steiker, L. K. (2017). Supporting children after a disaster: A case study of a psychosocial school-based intervention. *Clinical Social Work Journal*, 45(2), 176-188.
- Rao, N. (2006). SARS, preschool routines and children's behaviour: Observations from preschools in Hong Kong. *International Journal of Early Childhood* 38(2), 11–22.

- Rawles, D. P. (2010). The link between poverty, the proliferation of violence and the development of traumatic stress among urban youth in the United States to school violence; a trauma informed, social justice approach to school violence. *Forum on Public Policy Online*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ913024.pdf>.
- Reeves, M. A. L., & Fernandez, B. S. (2017). Evidence-based interventions for comprehensive school crises. In L.A. Theodore (Eds.), *Handbook of evidence-based interventions for children and adolescents* (pp. 17- 29). Springer Publishing Company.
- Rehn, N., Maor, D., & McConney, A. (2018). The specific skills required of teachers who deliver K–12 distance education courses by synchronous videoconference: Implications for training and professional development. *Technology, Pedagogy and Education*, 27(4), 417-429.
- Reich, J., Buttimer, C. J., Coleman, D., Colwell, R. D., Faruqi, F., & Larke, L. R. (2020, July 22). What's Lost, What's Left, What's Next: Lessons Learned from the Lived Experiences of Teachers during the 2020 Novel Coronavirus Pandemic.
- Reich, J., Buttimer, C. J., Fang, A., Hillaire, G., Hirsch, K., Larke, L. R., Littenberg-Tobias, J., Moussapour, R., Napier, A., Thompson, M., & Slama, R. (2020, April 2). Remote Learning Guidance From State Education Agencies During the COVID-19 Pandemic: A First Look.
- Reijneveld, S. A., Crone, M. R., Verhulst, F. C., & Verloove-Vanhorick, S. P. (2003). The effect of a severe disaster on the mental health of adolescents: A controlled study. *The Lancet*, 362(9385), 691-696.
- Rhodes, V., Stevens, D., & Hemmings, A. (2011). Creating positive culture in a new urban high school. *The High School Journal*, 94(3), 82-94.
- Rice, M. F. & Carter Jr, R. A. (2016). Online teacher work to support self-regulation of learning in students with disabilities at a fully online state virtual school. *Online Learning*, 20(4), 118-135.
- Rogers, M. R., & O'Bryon, E. C. (2017). Evidence-based interventions for working with culturally diverse children and families. In L.A. Theodore (Eds.), *Handbook of evidence-based interventions for children and adolescents* (pp. 129- 139). Springer Publishing Company.
- Rolfsnes, E. S., & Idsoe, T. (2011). School-based intervention programs for PTSD symptoms: A review and meta-analysis. *Journal of Traumatic Stress*, 24(2), 155-165.
- Rosenbloom, S. R., & Way, N. (2004). Experiences of discrimination among African American, Asian American, and Latino adolescents in an urban high school. *Youth & Society*, 35(4), 420-451.
- Ross, R., Brown, P., & Biagas, K. H. (2020). Creating Equitable School Climates. *State Education Standard*, 20(2), 17-22. <https://eric.ed.gov/?id=EJ1257763>
- Roy, M., & Boboc, M. (2016). Professional development needs of online teachers. *Journal of Online Learning Research*, 2(3), 283-302.
- Rupp, N. K. (2016). *Online learning and effective leadership: The importance of relationship building and culture*. [Doctoral Dissertation, Doctor of Philosophy (PhD), Old Dominion University.
- Russell, V. (2020). Language anxiety and the online learner. *Foreign Language Annals*, 53(2), 338–352.
- Salloum, A., & Overstreet, S. (2008). Evaluation of individual and group grief and trauma interventions for children post disaster. *Journal of Clinical Child & Adolescent Psychology*, 37(3), 495-507.
- Sandwick, T., Hahn, J.W., & Ayoub, L.H. (2019). Fostering community, sharing power: Lessons for building restorative justice school cultures. *Education Policy Analysis Archives*, 27(145).
- Shattuck, K., & Burch, B. (2018). *National standards for quality online teaching (K-12): Literature review*. <https://www.qualitymatters.org/sites/default/files/research-docs-pdfs/National-Standards-for-Quality-Online-Teaching-Lit-Review-050418.pdf>

- Sims, A., Boasso, A., Burch, B., Naser, S., & Overstreet, S. (2015). School dissatisfaction in a post-disaster environment: The mediating role of posttraumatic stress symptoms. *Child & Youth Care Forum, 44*(4), 583–595. <https://proxy.ulib.csuohio.edu:2096/10.1007/s10566-015-9316-z>
- Simson, D. (2012, May 12). Restorative justice and its effects on (racially disparate) punitive school discipline [Paper presentation]. 7th Annual Conference on Empirical Legal Studies Paper. <http://ssrn.com/abstract=2107240>
- Skiba, R. J., Chung, C. G., Trachok, M., Baker, T. L., Sheya, A., & Hughes, R. L. (2014). Parsing disciplinary disproportionality: Contributions of infraction, student, and school characteristics to out-of-school suspension and expulsion. *American Educational Research Journal, 51*(4), 640-670.
- Skiba, R. J., Horner, R. H., Chung, C. G., Rausch, M. K., May, S. L., & Tobin, T. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. *School Psychology Review, 40*(1), 85-107.
- Slonje, R., & Smith, P. K. (2008). Cyberbullying: Another main type of bullying?. *Scandinavian journal of psychology, 49*(2), 147-154.
- Smilde-van den Doel, D. A., Smit, C., & Wolleswinkel-van den Bosch, J. H. (2006). School performance and social-emotional behavior of primary school children before and after a disaster. *Pediatrics, 118*(5), e1311-e1320.
- Splett, J. W., & Maras, M. A. (2011). Closing the gap in school mental health: A community-centered model for school psychology. *Psychology in the Schools, 48*(4), 385-399.
- Sprang, G., & Silman, M. (2013). Posttraumatic stress disorder in parents and youth after health-related disasters. *Disaster medicine and public health preparedness, 7*(1), 105-110.
- Stein, B. D., Jaycox, L. H., Kataoka, S. H., Wong, M., Tu, W., Elliott, M. N., & Fink, A. (2003). A mental health intervention for schoolchildren exposed to violence: A randomized controlled trial. *Jama, 290*(5), 603-611. <https://jamanetwork.com/journals/jama/article-abstract/197033>
- Substance Abuse and Mental Health Services Administration. (2014). SAMHSA's concept of trauma and guidance for a trauma-informed approach. Retrieved from <https://store.samhsa.gov/system/files/sma14-4884.pdf>
- Sulkowski, M. L., & Lazarus, P. J. (2016). *Creating safe and supportive schools and fostering students' mental health*. Taylor and Francis.
- Taylor, L. K., Goldberg, M. G., & Tran, M. H. D. (2019). Promoting student success: How do we best support child and youth survivors of catastrophic events?. *Current psychiatry reports, 21*(9), 82.
- Thomas, M. S., Crosby, S., & Vanderhaar, J. (2019). Trauma-informed practices in schools across two decades: An interdisciplinary review of research. *Review of Research in Education, 43*(1), 422-452.
- Thompson, A. M., & Alvarez, M. E. Considerations for integrating school resource officers into school mental health models. *Children & Schools, 35*(3), 131-136.
- Turley, C. & Graham, C. (2019). Interaction, student satisfaction, and teacher time investment in online high school courses. *Journal of Online Learning Research, 5*(2), 169-198. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). Retrieved July 17, 2020 from <https://www.learntechlib.org/primary/p/209812/>
- Twenge, J. M., Cooper, A. B., Joiner, T. E., Duffy, M. E., & Binau, S. G. (2019). Age, period, and cohort trends in mood disorder indicators and suicide-related outcomes in a nationally representative dataset, 2005–2017. *Journal of Abnormal Psychology, 128*(3), 185–199.
- Tysinger, D., Tysinger, J. A., & Diamanduros, T. D. (2016). Crisis events in K-12 online learning: Educator perceptions and preparedness. *National youth-at-risk journal, 2*(1), 41-48.
- Vaillancourt, K., Cowan, K., Skalski, A. (2016). *Providing mental health services within a multi-tiered systems of support*. Retrieved from http://cbhmboston.com/wp-content/uploads/2016/04/07-5895-page/handout_MTSS_key_points.pdf

- Van Cleemput, K., DeSmet, A., Vandebosch, H., Bastiaensens, S., Poels, K., & De Bourdeaudhuij, I. (2014, Feb.3-4). A systematic review of studies evaluating anti-cyberbullying programs [Paper presentation]. Etmaal van de Communicatiewetenschap, Wageningen, NL.
- Velasquez, A., Graham, C. R., & Osguthorpe, R. D. (2013). Caring in a technology-mediated online high school context. *Distance Education, 34*(1), 97–118. <http://dx.doi.org/10.1080/01587919.2013.770435>
- Vincent C.G., English J., Girvan E.J., Sprague J.R., McCabe T.M. (2016). School-wide positive and restorative discipline (SWPRD): Integrating school-wide positive behavior interventions and supports and restorative discipline. In: Skiba R., Mediratta K., Rausch M. (eds) *Inequality in school discipline*. Palgrave Macmillan, New York.
- Vincent, C. G., Sprague, J. R., Gau, J. (2015). The effectiveness of school-wide positive behavior support for reducing racially inequitable disciplinary exclusions in middle schools. In Losen, D. J. (Ed.), *Closing the school discipline gap: Equitable remedies for excessive exclusion*. New York, NY: Teachers College Press.
- Watson, J. (2008). *Promising practices in online learning. Blended learning: The convergence of online and face-to-face education*. North American Council for Online Learning.
- Watson, J., & Gemin, B. (2008). *Promising practices in online learning: Socialization in online programs*. North American council for online learning.
- Whiteside, A. L., & Garrett Dikkers, A. (2015). Leveraging the Social Presence Model: A decade of research on emotion in online and blended learning. In S. Tettegah, & M. P. McCreery (Eds.) *Emotions, Technology, and Learning*. Philadelphia, PA: Elsevier
- Weems, C. F., Taylor, L. K., Cannon, M. F., Marino, R. C., Romano, D. M., Scott, B. G., Perry, A. M., & Triplett, V. (2010). Post traumatic stress, context, and the lingering effects of the Hurricane Katrina disaster among ethnic minority youth. *Journal of abnormal child psychology, 38*(1), 49-56.
- Weems, C. F., Taylor, L. K., Costa, N. M., Marks, A. B., Romano, D. M., Verrett, S. L., & Brown, D. M. (2009). Effect of a school-based test anxiety intervention in ethnic minority youth exposed to Hurricane Katrina. *Journal of Applied Developmental Psychology, 30*(3), 218-226.
- Weist-Stevenson, C. Lee, C. (2016). Trauma-informed schools. *Journal of Evidence-Informed Social Work, 13*(5), 498-503.
- Wolmer, L., Laor, N., & Yazgan, Y. (2003). School Reactivation Programs after disaster: Could teachers serve as clinical mediators?. *Child and Adolescent Psychiatric Clinics of North America, 12*(2), 363-381.
- Yablon, Y. B. (2015). Positive school climate as a resilience factor in armed conflict zones. *Psychology of Violence, 5*(4), 393-401.
- Yablon, Y. B., & Itzhaky, H. (2019). The contribution of school experience to students' resilience following a terror-related homicide. *International journal of psychology, 56*(1), 40-47.
- Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., ... & Cohen, G. L. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *Journal of Experimental Psychology: General, 143*(2), 804-824.
- Yohannan, J., & Carlson, J. S. (2019). A systematic review of school-based interventions and their outcomes for youth exposed to traumatic events. *Psychology in the Schools, 56*(3), 447–464. <https://doi.org/10.1002/pits.22202>
- Youth Liberty Squad, & American Civil Liberties Union of Southern California (ACLU SoCal). (2020). *Summary of student mental health survey results*. <https://www.schoolcounselor-ca.org/Files/Student%20Wellness%20Survey%20Summary%2005-08-20.pdf>
- Yull, D., Blitz, L. V., Thompson, T., & Murray, C. (2014). Can we talk? Using community-based participatory action research to build family and school partnerships with families of color. *School Community Journal, 24*(2), 9-32.

Zandberg, L.J., Capaldi, S., & Foa, E.B. (2017). Evidence-Based interventions for posttraumatic stress disorder in children and adolescents. In L.A. Theodore (Eds.), *Handbook of evidence-based interventions for children and adolescents* (pp. 325- 339). Springer Publishing Company.

Zakszeski, B. N., Ventresco, N. E., & Jaffe, A. R. (2017). Promoting resilience through trauma-focused practices: A critical review of school-based implementation. *School mental health, 9*(4), 310-321.

Zirkel, S. (2008a). The influence of multicultural educational practices on student outcomes and intergroup relations. *Teachers College Record, 110*(6), 1147-1181.

Zirkel, S. (2008b). Creating more effective multiethnic schools. *Social Issues and Policy Review, 2*(1), 187-241.