

Essential or expendable supports? Assessing the relationship between school climate and student outcomes

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Sociological science
2017; 4:31-53

ARTICLE IDENTIFIERS

DOI: 10.15195/v4.a2
PMID: unavailable
PMCID: not available

JOURNAL IDENTIFIERS

LCCN: 2013203236
pISSN: not available
eISSN: 2330-6696
OCLC ID: 856654980
CONS ID: not available
US National Library of Medicine ID: 101633873

This article was identified from a query of the SafetyLit database.