D64 and Student Culture and Belonging

Action Ridge

March 18, 2026

Multi-Tiered Systems of Support (MTSS)

Organizing our instruction and student supports so that every student gets what they need to be successful, academically and behaviorally

Student Behavior and Culture

Consistency in how we are documenting and responding to student behaviors, and development of behavioral supports for students

Multilingual Program

Programming and instruction for students who are not yet proficient in English
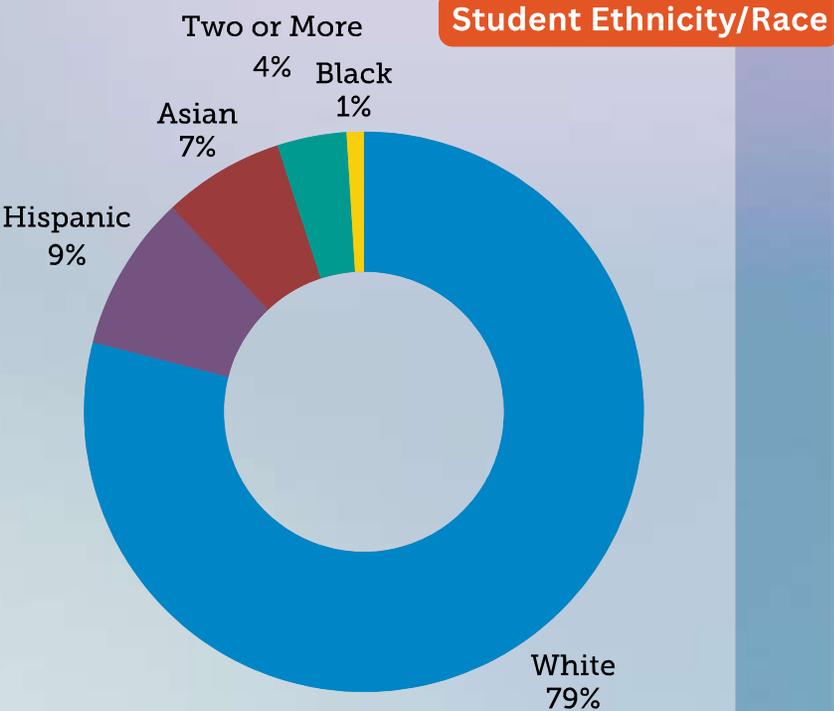
District Demographics

4,614 Students Attend D64 Schools in 2024-25

12% Students with IEPs

8% English Learners

4% Low-Income

Students Identified as Gifted **1,013**

Student Ethnicity/Race

- Two or More 4%
- Black 1%
- Asian 7%
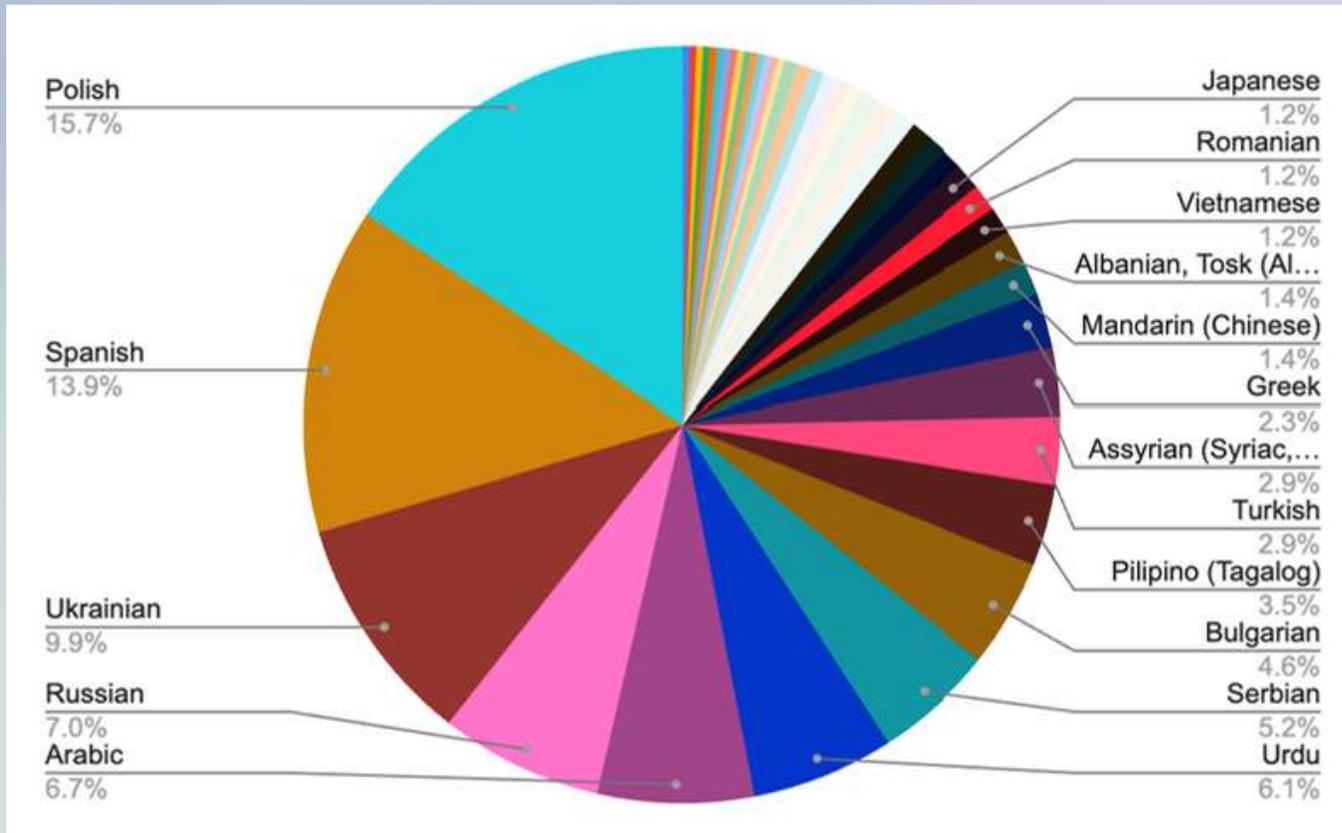- Hispanic 9%
- White 79%

Multilingual Students in D64

345 Multilingual students   44 languages spoken   Supplemental aligned instruction focused on language acquisition and content support

Multi-Tiered Systems of Support (MTSS)
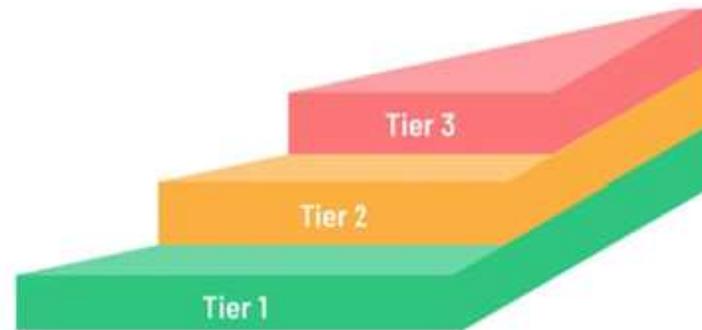
Tier 3: 1-5%
High-Intensity Support for individual students

Tier 2: 5-15%
Early Intervention - High-Efficiency Strategic Support using small group interventions

Tier 1: 100%
Differentiated Instruction for all students —using best evidence-based supports. Students receive additional support at Tier 2 and Tier 3.

Tier 3
Tier 2
Tier 1

Student Behavior and Culture Components

Proactive/Preventative

How are we setting the stage for success and creating a positive and welcoming climate for students and staff?

Instructional

How are we teaching students the skills they need for success?

Reactive/Responsive

How are we responding to student behavior in ways that are restorative, educational, and help connect students back to school?

Proactive/Preventative

Building-wide common area expectations

Tiered systems of support for behavior and social emotional needs

Implementation of collaborative teams

CHAMPS

Instructional

Second Step SEL Curriculum

Check In Check Out,
Mentoring, Skills Groups

Reactive/Responsive

Behavior Documentation

Restorative Discipline

Check In Check Out, Mentoring, Skills Groups

D64 Inclusive and Equitable Practices

International Nights

TranslateLive

ParentSquare

"Speak Up at School" training

Restorative Discipline

Specialized programs fostering more inclusion

Student Behavior Draft Vision

Partnering with families, we cultivate an equitable and safe environment for all. Guided by clear expectations, students build a deep sense of belonging by applying social-emotional skills, learning from mistakes, and advocating for needs.

D64 Draft Values

Trusting Relationships Through Connection - We create strong partnerships that support learning and connection.

Committing to Serve - We lead with purpose, placing students and community at the heart of all we do.

Cultivating Belonging - We celebrate our diversity and strive to build an equitable, inclusive, and just environment for all.
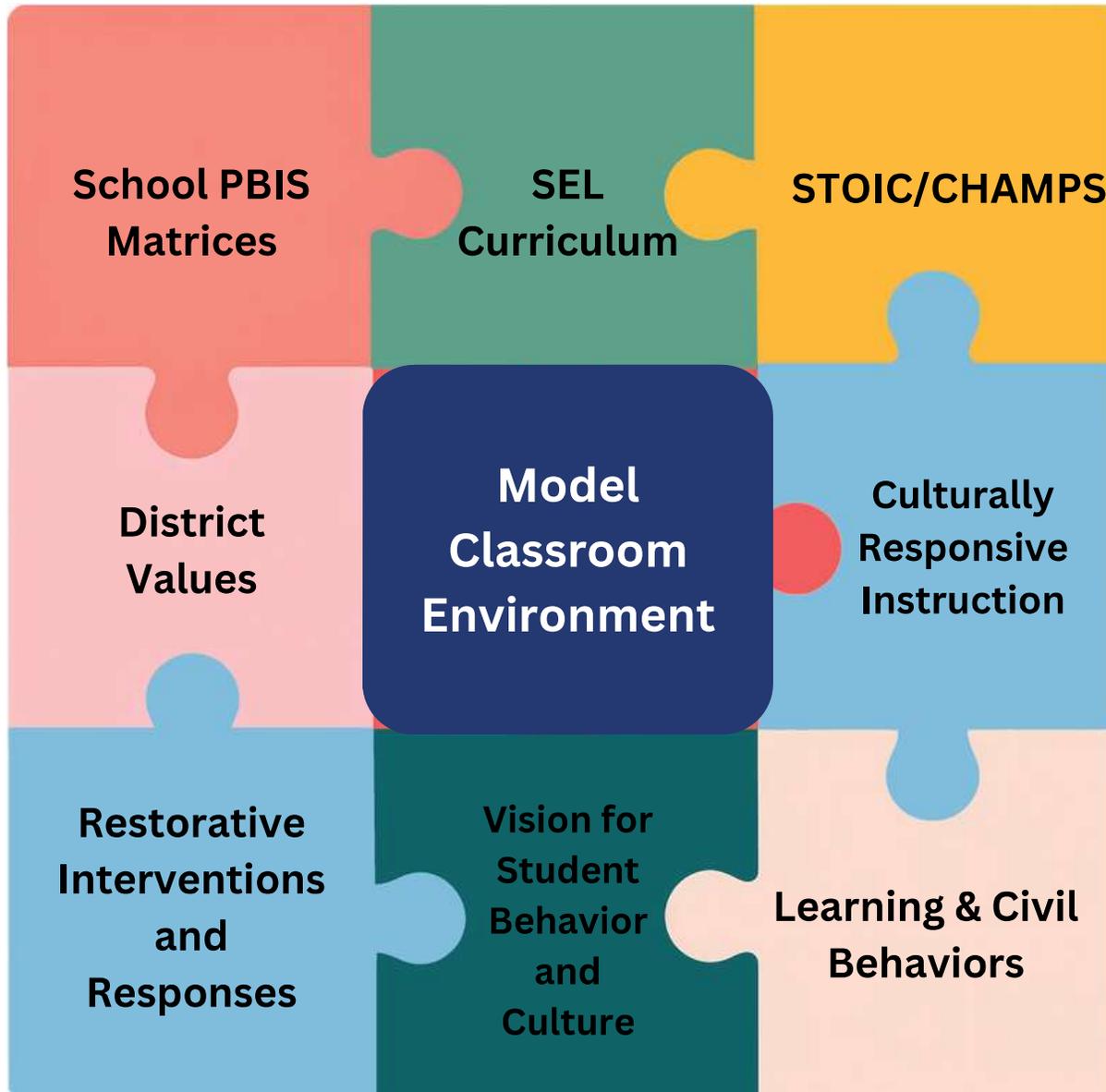
Communicating with Care - We practice clear, respectful, and thoughtful communications.

Stewardship of Resources - We manage our resources responsibly and transparently, acting as thoughtful caretakers of public funds to ensure long-term stability.

Excelling through Growth - We commit to the highest quality in everything we do, striving to exceed expectations through continuous improvement

Model Classroom

The classroom environmental factors we collectively believe that give every student the best chance to discover their voice and make a positive impact on the world.

School PBIS Matrices

SEL Curriculum

STOIC/CHAMPS

District Values

Model Classroom Environment

Culturally Responsive Instruction

Restorative Interventions and Responses

Vision for Student Behavior and Culture

Learning & Civil Behaviors

	Exploring	Analyzing	Integrating	Extending
Supportive Classroom Environment	Teachers have not yet prioritized the use of inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments.	Teachers have prioritized and planned to build inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Classroom shared agreements have been collaboratively developed in some classrooms.	Some teachers use inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on meeting the needs of all students. Shared agreements are collaboratively developed and modeled by most adults and students.	Teachers use inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on creating a community of learners that supports, honors, and acknowledges the cultural assets, contributions, and needs of all students. Shared agreements are collaboratively developed, consistently modeled by adults and students, and woven into daily routines and practices.
Cultural Responsiveness	Leadership and staff are not yet familiar with their students' cultural backgrounds, life circumstances, or the local community context.	Leadership and staff are familiar with most of their students' cultural backgrounds, life circumstances, and the local community context.	Leadership and staff are familiar with students' cultural backgrounds, life circumstances, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for some students to learn about cultural differences.	Leadership and staff are deeply knowledgeable about students' lived experiences, cultural backgrounds, and the local community context. Instructional materials offer diverse representations of culture, race, gender, and other identities. SEL practices provide opportunities for students to learn about cultural differences, explore and celebrate their own social and cultural identities, and collaboratively develop inclusive and equitable learning environments.

Portrait of a Learner

The skills learned over all school experiences that give students be the best chance for a successful life in anything they want to accomplish.

Durable Skills
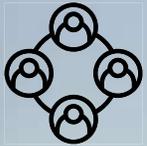
- Collaboration explores how students move from basic participation in group work toward the ability to integrate diverse perspectives, navigate conflict constructively, and build the trust that allows teams to accomplish more than individuals can alone.

- Communication traces growth from foundational message-making toward more sophisticated adaptation across audiences, contexts and modalities, including the active listening and comprehension that make genuine exchange possible.
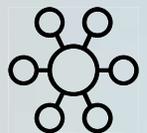
- Critical Thinking maps the development of students' capacity to seek and evaluate information, construct evidence-based arguments, reason logically, and reach well-founded conclusions even in the face of complexity or ambiguity.

On Our Radar

Experience of students and families of color in D64

Disproportionality in discipline data by gender and ethnicity

Model Classroom

Durable Skills

Thank You!