



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

WE ARE
WASHINGTON
GOVERNMENT OF THE
DISTRICT OF COLUMBIA
DC MURIEL BOWSER, MAYOR



DC PUBLIC SCHOOLS

New Middle School on Euclid St
Community Working Group
Meeting
March 4th, 2026



Welcome! Please "sign in" by sending a message in the chat – include your name and the school or group you represent.

Virtual Meeting Norms

- Be present!
- Take a collaborative approach
- Focus on common purpose and goals
- Be open to new ideas
- Please keep your mic muted when not speaking
- *Ask questions in the chat and we will review them at the end of each section*



What was your middle school mascot?



The Kelly Miller MS mascot is a lion and their tagline is "Pride of the City"

Let's start with our new members!

Meeting Agenda

1

Meeting Objectives

2

Special Education *(led by DCPS Division of Specialized Instruction)*

3

Evolution of this CWG

4

Next Steps

Purpose of this CWG

Members of the Community Working Group have three primary responsibilities:

- 1. Build knowledge** about middle school in DCPS and share updates with your community.
- 2. Collect feedback** from members of the community you represent.
- 3. Provide insight back to the CWG** based on the priorities of prospective students, family members, and community members you represent.

Objectives of this meeting

By the end of this meeting, members will gain...

- Information regarding **special education throughout DCPS.**
- An opportunity to reflect on **how the new middle school will serve students with a range of needs.**
- A discussion on **how this CWG will evolve next school year** and ways members can lead community building.

Meeting Agenda

- ① Meeting Objectives
- ② **Special Education** *(led by DCPS Division of Specialized Instruction)*
- ③ Evolution of this CWG
- ④ Next Steps

Let's Talk About Special Education

Special education in DCPS

Self – Contained Classrooms

Special education in the Cardozo feeder

Related Services

Questions?

Special Education

Our Commitment
Every student
receives the right
services, in the least
restrictive
environment, to
support academic,
social, and
emotional growth.

Special education
provides students with
disabilities the
instruction, supports,
and services they need
to access learning and
make progress.

It is not a place. It is a
set of services tailored
to each student's
strengths and needs.

The Continuum of Services

A Continuum of Services to Support Student Success

Support in the
General Education Classroom



Inclusive Classroom Support

Small-Group or
Targeted Instruction



Focused Skill Building

Specialized Instruction
in a Smaller Setting



Part-Day Specialized Class

Full-Time
Specialized Programs



Highly Structured Program

Least Support

Most Support

Related Services and DCPS

- Related Service Providers (RSPs) are
 - Audiologists (AUD),
 - Occupational Therapists (OT),
 - Physical Therapists (PT)
 - Speech-Language Pathologists (SLP)



Assessment

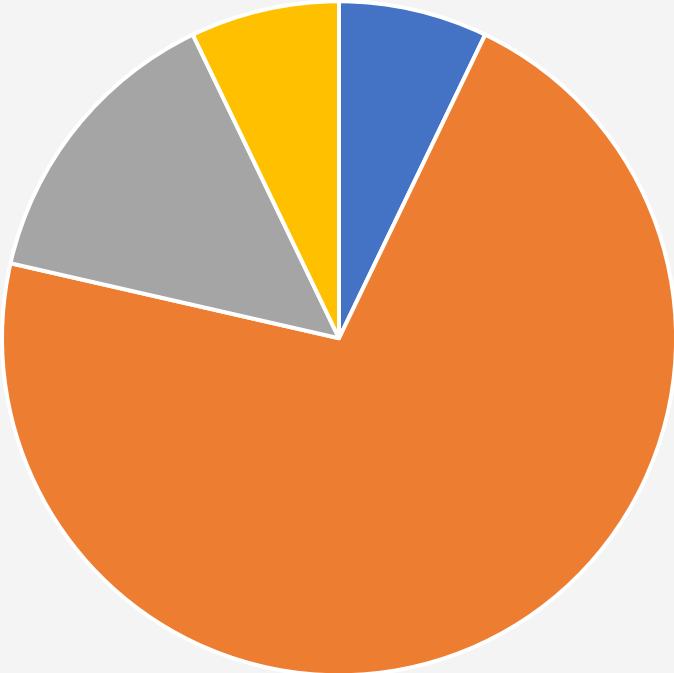
Intervention

Collaboration

Compliance

Related Service Allocations

Related Service Provider Allocation Considerations



■ Assessment ■ Prescription Hours ■ Compliance ■ Collaboration and Other Activities

Learning Experience

Tailored Instruction: Students can receive instruction that is specifically designed to meet their individual needs.



Increased Support: Students have access to consistent support from teachers and paraprofessionals.



Positive Learning Environment: Self-contained classrooms can provide a safe and supportive learning environment where students feel comfortable and successful.



Improved Outcomes: Many students in self-contained classrooms experience improved academic and social outcomes.

DC Public Schools Self-Contained Classrooms

DSI Academic Programs offers seven uniquely different self-contained classroom settings to meet the learning needs of student with full-time (20+ hour) Individualized Education Plans (IEPs). Each program uses research-based curriculum and interventions, and evidence-based teaching and behavior support strategies to serve the whole child.

Behavior and
Education
Supports (BES)

Communication
and Education
Supports (CES)

Independent
Learning
Supports (ILS)

Specific
Learning
Supports (SLS)

River Terrace EC

Self-Contained Classrooms

Behavior Education Supports

Students receive the supports outlined in their IEP, including help with academic skills, social-emotional learning, or building positive social interactions.



A **Behavior Technician** may also provide direct support to help students use strategies, stay engaged, and meet their goals.



In the classroom, students receive instructional supports that help them access the general education curriculum in English Language Arts, Math, Science, and Social Studies.

Specific Learning Supports

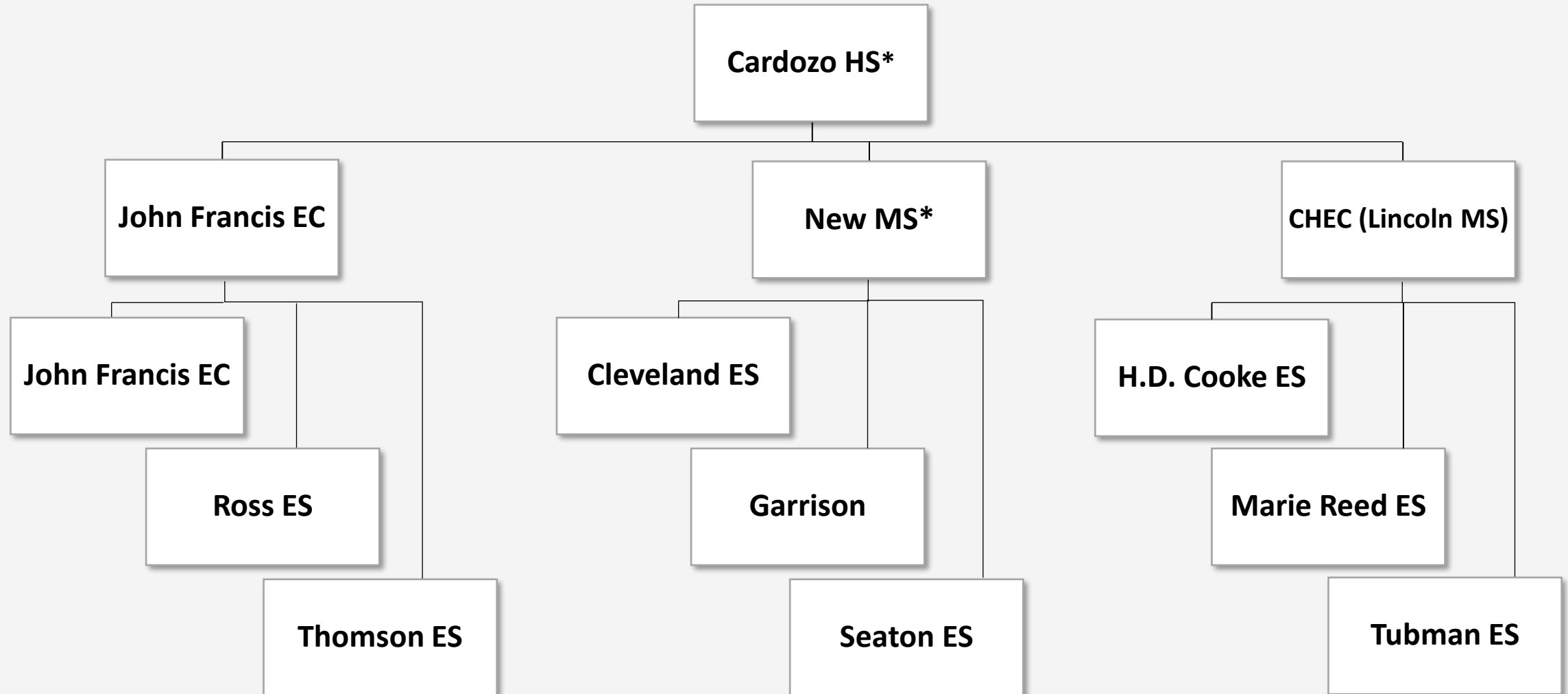
Students can receive the supports identified in their IEP to help with academic skills, organization and planning, and processing information.



In the classroom, students receive instructional supports that help them access the general education curriculum in English Language Arts, Math, Science, and Social Studies.

School Year 2028-2029 Cardozo Feeder Pattern

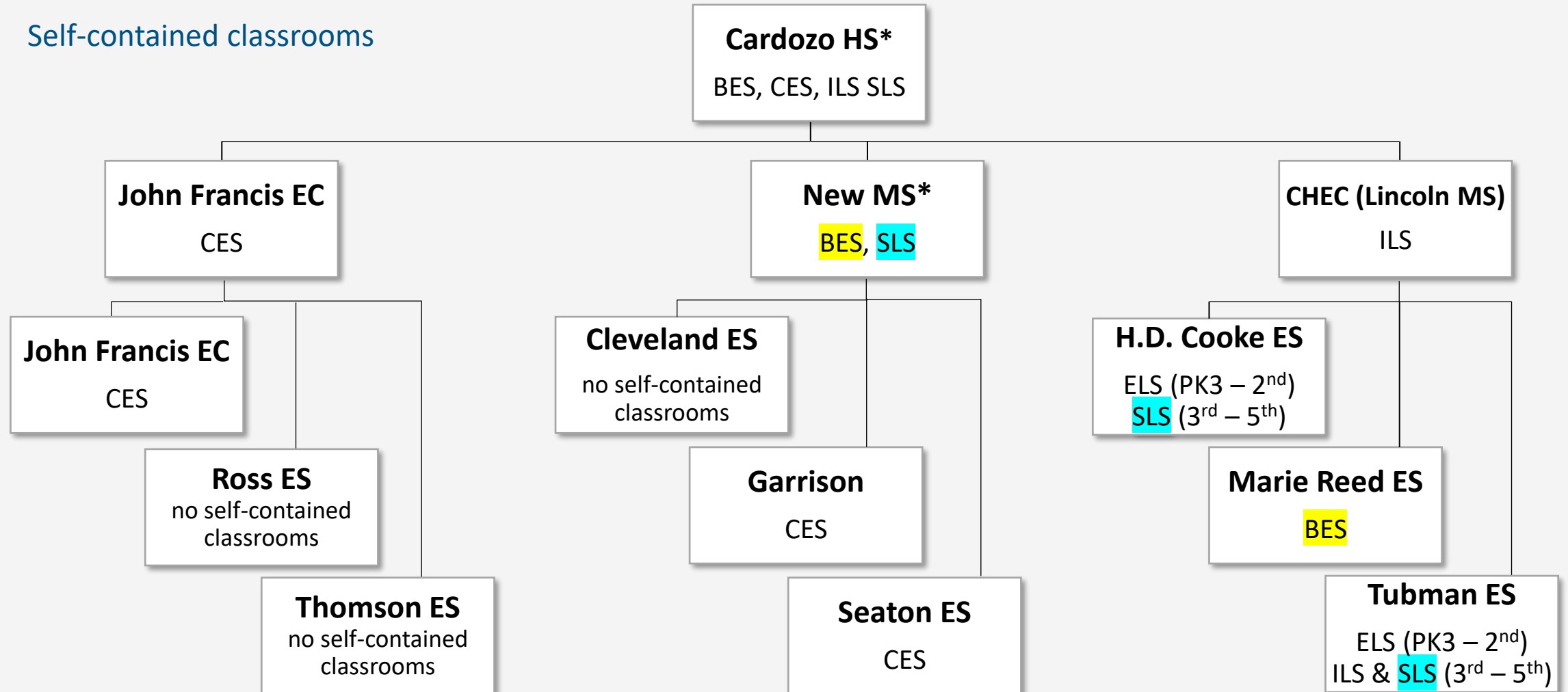
*Cardozo began phasing out middle grades starting in School Year 2025-2026.
Starting in School Year 2027-2028, Cardozo will serve grades 9-12.



School Year 2028-2029 Cardozo Feeder Pattern

Self-contained classrooms

*Cardozo began phasing out middle grades starting in School Year 2025-2026.
Starting in School Year 2027-2028, Cardozo will serve grades 9-12.



Roles and Responsibilities of Staff

Teachers

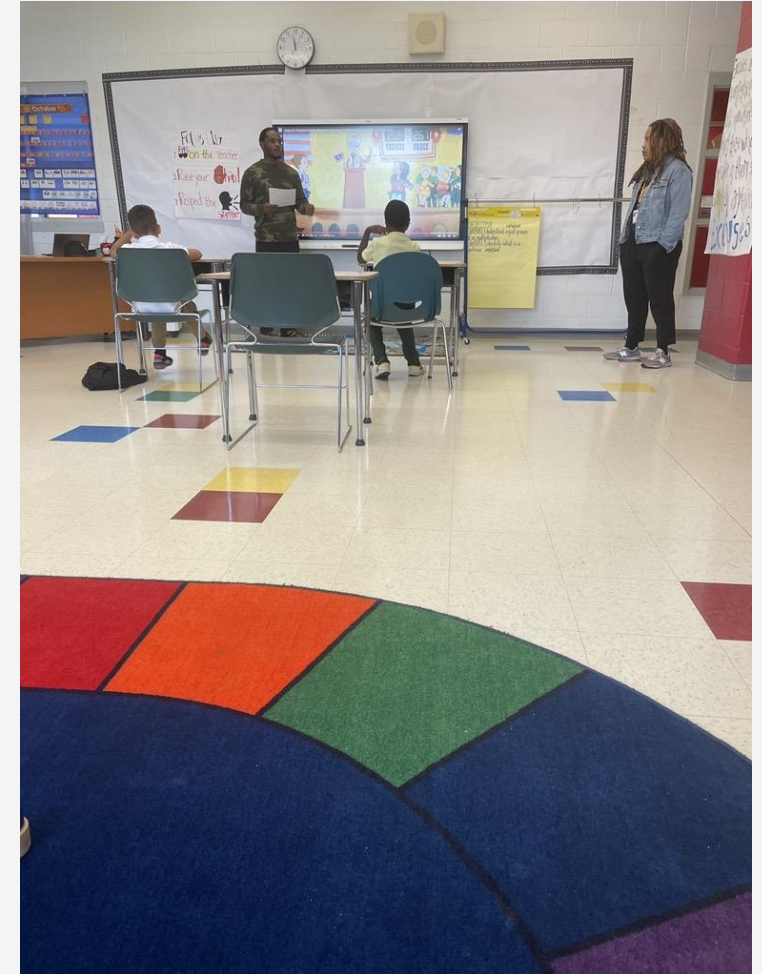
- Instructional
- Classroom Management
- Student Supports

Behavior Techs

- Collect behavior data
- Supports instruction
- Facilitates Social Emotional Curriculum

Instructional Aides

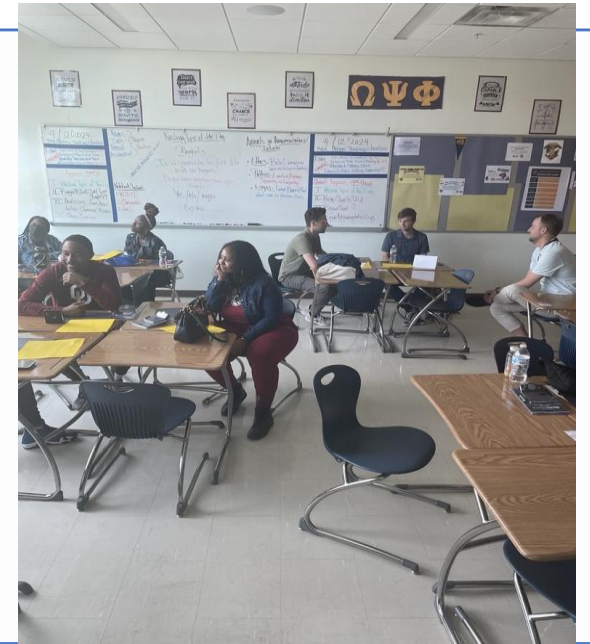
- Facilitates small groups
- Works with students one on one
- Facilitates Morning Meetings



Specialists Support

Each classroom is provided support, coaching, and other duties to ensure staff are :

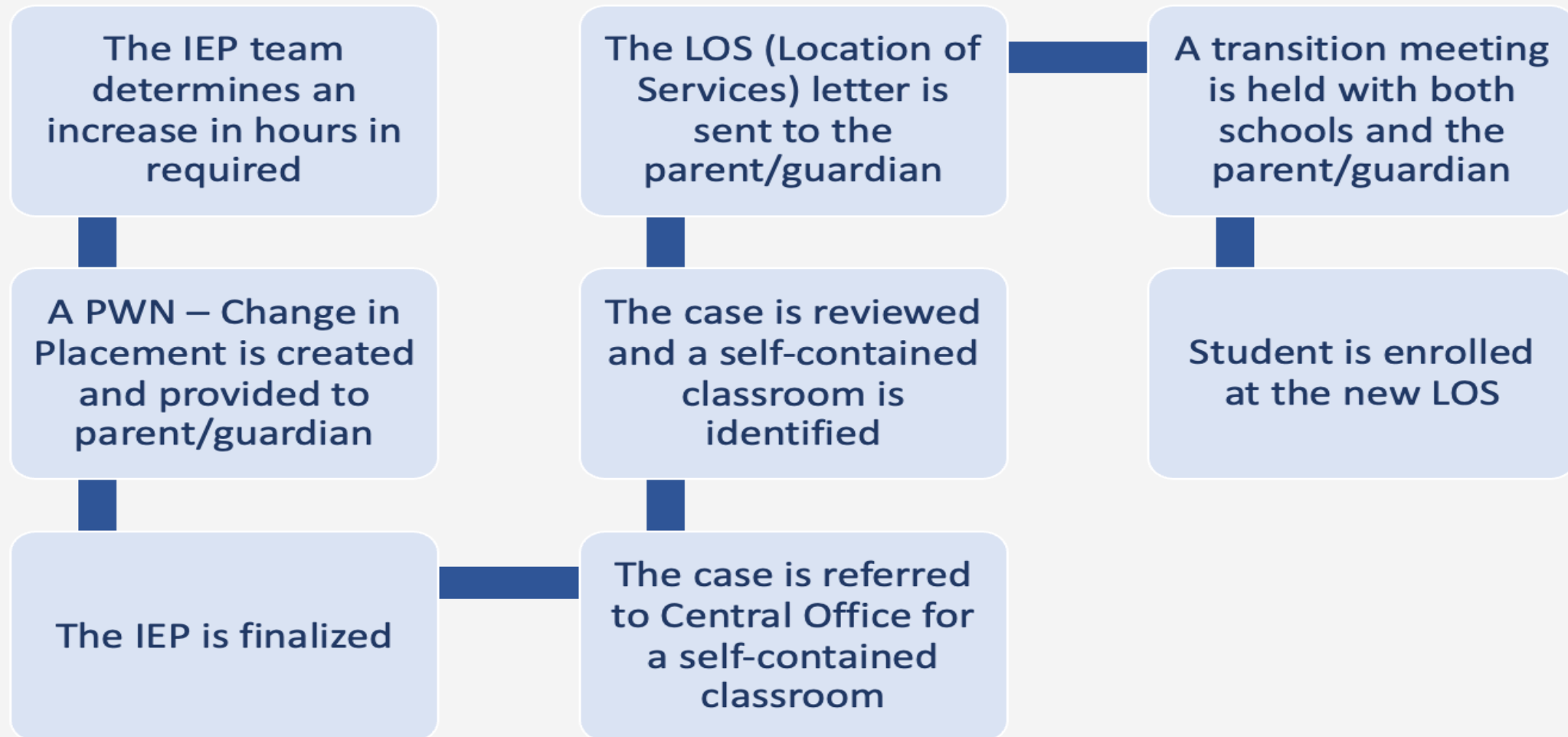
- Prepared
- Knowledgeable about the students
- Trained
- Connected



Secondary 6-12 Academic Programs Curriculum Overview

	BES <i>Grades 6-12</i>	CES <i>Grades 6-12</i>	DHOH <i>Grades 6-12</i>	ILS <i>Grades 6-12</i>	SLS <i>Grades 6-12</i>
ELA Core Curriculum	District Visions	Unique Learning Systems	District Visions	Unique Learning Systems	District Visions
Math Core Curriculum	Illustrative Mathematics	Unique Learning Systems	Illustrative Mathematics	Unique Learning Systems	Illustrative Mathematics
ELA Intervention	SPIRE Reading Intervention	SPIRE Reading Intervention <i>(Grades 6-8)</i>	SPIRE Reading Intervention	SPIRE Reading Intervention <i>(Grades 6-8)</i>	SPIRE Reading Intervention
Math Intervention	Do the Math	TouchMath <i>(Grades 6-8)</i>	TouchMath	TouchMath <i>(Grades 6-8)</i>	Do the Math

How do students receive an LOS?



How are seats assigned?



**DC SPECIAL
EDUCATION HUB**

**DCPS SELF-CONTAINED
PROGRAMS:**

**HOW ARE STUDENTS
ASSIGNED TO A
SCHOOL?**

The graphic features a stylized white figure with a large 'X' over it, set against a dark teal background. Four location pins are placed around the figure: a blue pin with a graduation cap icon at the top left, a black pin with a school building icon at the top right, a pink pin with a person icon at the bottom left, and a yellow pin with a speech bubble icon at the bottom right.

What communication should parents expect?

Action	Timing
PWN – Change in Placement/PWN – Other Notice Related to FAPE is provided to the parent/guardian	After the IEP meeting, but before the student is referred to Central Office for a new Location of Services (LOS)
New Location of Services is provided to parent and LOS Letter is provided (mail or email) An invite to a transition meeting with both schools regarding the student’s move is sent home	After new LOS is determined by Central Office
The transition meeting takes place between the parent and the sending and receiving school LEA RDs	Before enrolling at the new school

THANK YOU!

What questions do you have about special education and self-contained programming?

Meeting Agenda

1

Meeting Objectives

2

Special Education *(led by DCPS Division of Specialized Instruction)*

3

Evolution of this CWG

4

Next Steps

Evolution of this CWG

School Year	Focus of CWG
2024-2025	Establish, build knowledge, collect feedback on programming
2025-2026	Build knowledge, collect feedback on facility design
2026-2027	Facility construction updates, <i>build community</i>
2027-2028	<i>After a principal is hired, support a parent/staff organization</i>

How Can We Support?

- What are ideas that you feel have not been addressed *thus far*?
- How can we best support community building?
 - What events are coming up at your school that we can leverage to build excitement about the new middle school?
 - Are you willing to volunteer to organize...
 - A CWG get-together?
 - An activity at your school?
 - An event for multiple schools?



Meeting Agenda

1

Meeting Objectives

2

Special Education *(led by DCPS Division of Specialized Instruction)*

3

Evolution of this CWG

4

Next Steps

Next Steps

Join our next meeting on Wednesday, April 8th
at 7:00pm

Connect with Us:

- For any Special Education questions
 - Crystal (crystal.millington@k12.dc.gov)
 - David (david.payne2@k12.dc.gov)
- DCPS Facilities for modernization updates
 - Finan (finan.tesfai@k12.dc.gov)
- DCPS School Planning updates
 - dcps.planning@k12.dc.gov
 - Updates are posted at dcpsplanning.com

