



Multi Abilities Classroom Overview

October 6, 2025

Specialized Student Services



Goal

The Multi Abilities Classroom (MAC) program provides equitable, inclusive learning opportunities for students with complex learning needs. MAC emphasizes a balanced approach that combines access to general education with individualized supports and collaborative teaching practices.

The program is designed to create consistent class structures, implement aligned curriculum, and strengthen professional learning for staff that benefit both students and educators.

Why MAC, Why Now?

- Community Connection**
Closer to neighborhood schools and community access for students and families.
- Balanced Learning**
Balance class sizes with general education access to support equitable learning experiences.
- Enhanced Accessibility**
Reduced transportation times and fatigue/behavior and medical needs enhancing student productivity and accessibility to instruction.
- Social Integration**
Foster peer interactions and social integration across ability levels while limiting student mobility between similar programs.



ⓘ District Alignment: Aligned with the District's boundary changes to limit additional movement for our students with disabilities.

Workgroup Members

Special Education Team

ILP Teachers (2): Brenda Morones, Jennifer Ream

MLP Teachers (3): Ellie Alvarado, Jennifer Hensley, Megan Meyer (secondary)

EN Teachers (2): Cheryl Romeo (EN2), Christina Amenta (EN1)

General Education

Elementary (1): Claudia Popovic

Secondary (1): Position unfilled

Related Services

SLP (1): Maria Garcia Garcia

SW (1): Jenna DiVito

OT (1): Megan Baumdicker

Early Learners

Special Education Teacher (1): Stephanie Hopkins

Administration (1): Cory Menhart

Leadership Team

BCBA: Carolyn Flores Rodriguez (Former MLP/ILP teacher)

Inclusion Facilitator: Ginny Simons

Teacher Leaders

ILP (2): Samantha Colando, Dove Holecek

MLP/EN (1): Brooke McGrath

Administration

SEAs for ILP: Laurie McCann, Jennifer Walker

SEAs for EN/MLP: Gladys Crespo, Yamil Javariz

Leadership: Amanda Leatherby, Chris Sanzeri, Amy Durkalski, Ryan Lemanski

Building Administration

MLP: Jackie Jones

ILP: Cody Papp

Secondary: Matthew Murphy

Data Management

Data Manager: Jim Medcalf

Program Structure

Class Composition

Exceptional Needs 1 (EN1) Students

Serving students with moderate cognitive disabilities and students with other like needs.

Instructional Learning Program (ILP) Students

Serving students demonstrating characteristics consistent with level 3 autism and significantly impacted by their autism.

Modified Learning Program (MLP) students

Serving students with mild to moderate cognitive disabilities and students with other like needs.



Program Structure

1

Preschool

Currently supporting a MAC model with inclusive learning environments for early learners.

2

Elementary (Grades K-2)

Supporting both monolingual and ELL classrooms.

3

Elementary (Grades 3-5)

Supporting both monolingual and ELL classrooms.

4

Middle School (Grades 6-8)

Supporting a monolingual structure with bilingual paraeducator support.

5

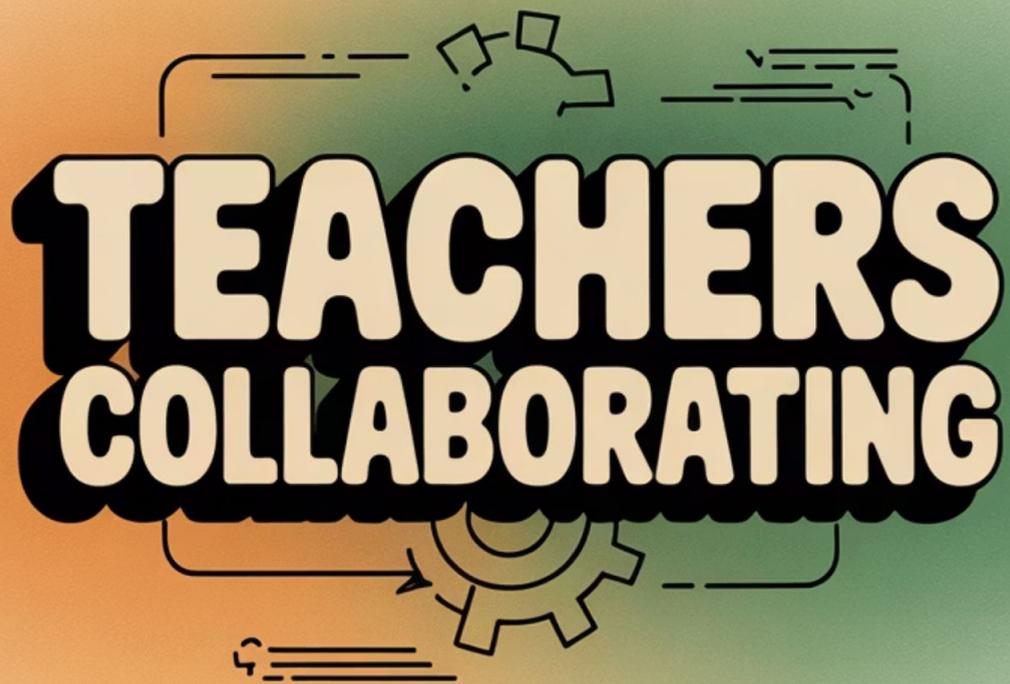
High School (Grades 9-12)

Supporting a monolingual structure with bilingual paraeducator support.

6

Post-High School Transition

Currently supporting a MAC model.



Balanced Program Structure

Language Continuity

Continuity of monolingual and bilingual sections.

Integrated Services

Push in model for related services.

Consistent Setup

Consistent classroom set up, curriculum, and materials.

Program-Wide Implementation

Consistent program wide implementation.

Curriculum and Inclusion



→ **General Education Access**

Students access some specials/electives with general education peers with flexibility for individual decisions through the IEP.

→ **Play-Based Learning**

Play-based learning approach for Pre-K-2 classrooms.

→ **Comprehensive Curriculum**

Life skills, SEL, and adapted academics integrated throughout.

→ **Future Enhancement**

Maintain current curriculum and layer in more robust curriculum in reading in 2027-2028.

Benefits to Students

Community Connection

Attend schools closer to home, building stronger community ties.

Peer Relationships

Build friendships and peer connections closer to their community.

Individualized Support

Receive individualized support within inclusive settings.

Stability

Experience less movement throughout U-46.



Benefits to Families

1

Proximity to Home

Students attend schools at or closer to their home school, reducing travel time and increasing convenience and school engagement for families.

2

Consistency and Stability

Fewer program-to-program moves means families can build deeper and longer relationships with school communities.

3

Inclusive Opportunities

Enhanced participation opportunities with general education peers, fostering broader social connections.



Benefits to Staff



Balanced Workloads

Balanced class sizes and workloads that support effective teaching and student engagement.



Streamlined Resources

Streamlined curriculum and resources while offering staff more comprehensive teaching tools.



Professional Development

Ongoing professional learning and coaching opportunities for continuous growth.



Comprehensive Support

Support from inclusion facilitators and teacher leaders.

TEACHERS COLLABORATING



Professional Learning and Support

Coaching Support

Easter Seals Training for all MAC teachers and administrators in Winter/Spring 2026 and 2026-2027.

Fade training in 2027-2028 to first and second year teachers.

Teacher Leader support by network.

Curriculum Training

Annual curriculum training for new teachers to ensure consistent implementation.

Behavior Support Tools

Positive behavior tools through **CPI, support from behavior specialists and we hope to bring in Ukeru.**

Disability Awareness

Professional learning tailored to school sites receiving the program, ensuring staff readiness and understanding.

Professional Development for Educators



PREP

Promoting Readiness, Empowerment and Purpose

Serving students who are on the autism spectrum and other students with like needs who are at, above or within 2 years of grade level expectations.



Curriculum Approach

General Education Curriculum



Students

Students would initially come from existing ILP classrooms who are not yet ready for general education.

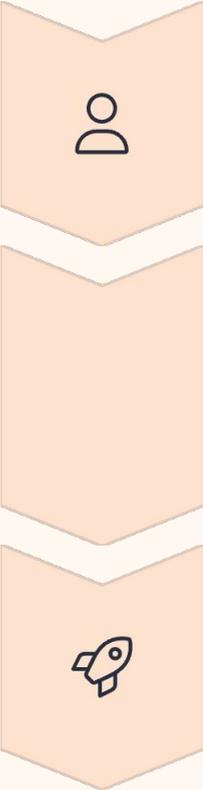
Inclusive Learning



Implementation Overview



MAC: A Commitment to All Students



Building Equity

Building equitable opportunities for learning across all ability levels.

Collaborative Support

Supporting students and teachers together through comprehensive programming and structures.

Strong Foundation

Preparing for a strong launch in 2026-2027 with sustained success.

✓ **Our Promise: We promise a safe, caring environment where every student experiences the joy of learning and is empowered and prepared for a successful future.**

Celebrating Achievement



Resources and Research

[Ability Grouping in the Early Grades: Long-Term Consequences for Educational Equity in the United States](#)

This research highlights the long-term impact of ability grouping on educational equity, advocating for more inclusive learning environments.

[The effects of cooperative learning on self-reported peer relations, peer support, and classroom engagement among students with disabilities](#)

An abstract summarizing the benefits of cooperative learning for students with disabilities, focusing on social and academic engagement.

[Play and Joint Attention of Children with Autism in the Preschool Special Education Classroom](#)

Explores how play fosters joint attention in children with autism within a preschool special education setting, a key social-communication skill.

[Ukeru Systems](#)

Information on Ukeru, a system focused on reducing the use of restraint and seclusion through trauma-informed, non-physical crisis intervention strategies.



Thank you!

Multi Abilities Classroom Program

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