Welcome to Village Elementary School

May 18th, 2026

Introductions

Michele Deremer — Director of Special Services
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Susan Lacy — Principal of Village Elementary School
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Jess Glover — Assistant Principal of Village Elementary School
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Regina Dunich — Supervisor of Special Services
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Child Study Team

Natalia Joffe

School Psychologist



Related Services

Kelly Worman
Speech Therapist



Monica Noda-Olszyk
Occupational Therapist



Marli Siciliano
Behavior Analyst



Beth Fevola
Physical Therapist



Kate Milewski
Speech Therapist



School Counselors

Jolene Shantz



Lauren Fornal



School Nurse

Patti Cizin



Sample Schedule

	HR
1	Language Arts
2	Language Arts
3	Recess/Lunch
4	Word Work
5	Science/SS & Related Arts
6	Math
7	Math Flex
8	Related Arts

8 periods per day

Different teachers for Replacement Language Arts, Replacement Math, Supplemental Reading

Social Studies/Science: 3 days in a 6 day rotation, Supported general education

Semester grading (2 progress reports)

Supplemental Language Arts in lieu of Word Work

G&T:(Voyagers Program): 6 day schedule

Related services: **can happen at any time**

<u>3rd Grade Related Arts:</u>6 day Rotation:

Technology

Art

Music

Library

PE 2x

Health 1x

Spanish 2x

Special Education Programs

General Education - general education teacher

In-class Resource – two teacher model (general education teacher with a special education teacher) - general education curriculum

Replacement – special education teacher - modifications made to curriculum

LLD – (Language and Learning Disability) Special Education Teacher - Individualized instruction delivered in a classroom with a lower student to teacher ratio, which allows for targeted support and greater attention to individual learning needs. Modifications made to curriculum and IEP goals driven.

Special Education Programs

MD - (Multiply Disabilities) Special Education Teacher - instruction is highly individualized and provided in small classes with low student to teacher ratio. Modifications made to curriculum and IEP goal driven.

Autism – Special Education Teacher - Program utilizes a structured, evidence-based approach rooted in applied behavioral management principles. modifications made to curriculum and IEP goal driven.

ERI - (Emotional Regulation Impairment) Special Education Teacher - Program designed to integrate academic, social, emotional and behavioral interventions within the classroom and school environment to support students with self-regulation needs.

Special Education Programs & Average Class Size

General Education: approximately 25 students

In-class Resource – max # of special education students = 8

Replacement – max # of special education students = 6, can go to 9 with a paraprofessional

LLD – (Language and Learning Disability) max # of special education students = 12, can go to 16 with a paraprofessional

MD - (Multiple Disabilities) max # of special education students = 8, can go to 12 with a paraprofessional

Autism – max # of special education students = 3, can go to 6 with a paraprofessional

ERI - (Emotional Regulation Impairment) max # of special education students = 9, can go to 12 with a paraprofessional

Support Classes

Supplemental Reading - direct, systematic, multisensory approach to reading instruction based on the student IEP

**would be in place of Word Work

Articulation

Students in the in-class support setting and replacement setting visit VES with their general education peers

Case managers and teachers meet with next years case managers and teachers

Reverse Inclusion

Students in our self-contained Autism settings have a wonderful opportunity to participate in reverse inclusion with a general education classroom. This meaningful experience is guided by our School Psychologist and allows trained peer mentors to support the development of social connections and peer relationships. It's a great way to foster inclusion, build friendships, and promote a supportive school community for all students.

Responsive Classroom

- How students learn is as important as what they learn.
- The greatest cognitive growth occurs through positive, social interaction.
- Knowing the children we teach is as important as knowing the content we teach.

Ways to Help at Home

- Talk to your child about their day!
- Encourage your child to read and/or read with your child each day.
- Have your children practice their math facts (+ and -).

Thank you for coming tonight!
Please email us if you have any additional questions.

Michele Deremer — Director of Special Services
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Regina Dunich — Supervisor of Special Services
rdunich@mtsd.us

Do you have any questions?