



# PROGRAM DESCRIPTION

2025-2026 Chelsea Mellott, M.Ed

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## STRATEGIES

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MEETING THE NEEDS OF THE WHOLE CHILD

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📍 Marce Herz Middle School

# Strategies Program Description

## **Overview**

Student will be considered self-contained (SC) but will push out to classes that are appropriate. We have 7 periods at Marce Herz.

**2 inclusive electives** (art and PE are standard for strategies 6<sup>th</sup> graders)

**SC life skills**

**SC social skills**

**Math and ELA** placements are decided based on the student's ability.

**Science/Social Studies/3rd elective** are options for the last course.

6th grade eats **lunch** as a grade in cafeteria (7 & 8 eat together).

Service minutes for Math, ELA, social skills, and life skills classes are 213 min/week.

I have **1 Teachers Assistant (TA)** in my program and CLS has 1 TA. We teach together often and work as a whole group so the total outlook for next year's ratio is 4 adults : 9 students.

Extra adult assistance is provided as needed.

# Strategies Program Description

## 6<sup>th</sup> Grade Regular Bell Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Advisory 7:30-8:01</b>	<b>Advisory 7:30-8:00</b>	<b>Advisory 7:30-8:08</b>	<b>Advisory 7:30-8:00</b>	<b>Advisory 7:30-8:01</b>
<b>1<sup>st</sup> – 8:05-8:48</b>	<b>1<sup>st</sup> – 8:04-9:06</b>	<b>6<sup>th</sup> – 8:12-9:17</b>	<b>3<sup>rd</sup> – 8:04-9:06</b>	<b>1<sup>st</sup> – 8:05-8:48</b>
<b>2<sup>nd</sup> – 8:52-9:35</b>	<b>2<sup>nd</sup> – 9:10-10:12</b>	<b>7<sup>th</sup> – 9:21-10:26</b>	<b>4<sup>th</sup> – 9:10-10:12</b>	<b>2<sup>nd</sup> – 8:52-9:35</b>
<b>3<sup>rd</sup> – 9:39-10:22</b>	<b>3<sup>rd</sup> – 10:16-11:18</b>	<b>Lunch – 10:26-10:57</b>	<b>5<sup>th</sup> – 10:16-11:18</b>	<b>3<sup>rd</sup> – 9:39-10:22</b>
<b>4<sup>th</sup> – 10:26-11:09</b>	<b>Lunch – 11:18-11:48</b>	<b>1<sup>st</sup> – 11:01-12:06</b>	<b>Lunch – 11:18-11:48</b>	<b>4<sup>th</sup> – 10:26-11:09</b>
<b>Lunch – 11:09-11:39</b>	<b>4<sup>th</sup> – 11:52-12:54</b>	<b>2<sup>nd</sup> – 12:10-1:15</b>	<b>6<sup>th</sup> – 11:52-12:54</b>	<b>Lunch – 11:09-11:39</b>
<b>5<sup>th</sup> – 11:43-12:26</b>	<b>5<sup>th</sup> – 12:58-2:00</b>	<b>EARLY RELEASE</b>	<b>7<sup>th</sup> – 12:58-2:00</b>	<b>5<sup>th</sup> – 11:43-12:26</b>
<b>6<sup>th</sup> – 12:30- 1:13</b>				<b>6<sup>th</sup> – 12:30- 1:13</b>
<b>7<sup>th</sup> – 1:17-2:00</b>				<b>7<sup>th</sup> – 1:17-2:00</b>
<b>43-minute classes</b>	<b>62-minute classes</b>	<b>65-minute classes</b>	<b>62-minute classes</b>	<b>43-minute classes</b>

## 7<sup>th</sup> Grade Regular Bell Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Advisory 7:30-8:01</b>	<b>Advisory 7:30-8:00</b>	<b>Advisory 7:30-8:08</b>	<b>Advisory 7:30-8:00</b>	<b>Advisory 7:30-8:01</b>
<b>1<sup>st</sup> – 8:05-8:48</b>	<b>1<sup>st</sup> – 8:04-9:06</b>	<b>6<sup>th</sup> – 8:12-9:17</b>	<b>3<sup>rd</sup> – 8:04-9:06</b>	<b>1<sup>st</sup> – 8:05-8:48</b>
<b>2<sup>nd</sup> – 8:52-9:35</b>	<b>2<sup>nd</sup> – 9:10-10:12</b>	<b>7<sup>th</sup> – 9:21-10:26</b>	<b>4<sup>th</sup> – 9:10-10:12</b>	<b>2<sup>nd</sup> – 8:52-9:35</b>
<b>3<sup>rd</sup> – 9:39-10:22</b>	<b>3<sup>rd</sup> – 10:16-11:18</b>	<b>1<sup>st</sup> – 10:30-11:35</b>	<b>5<sup>th</sup> – 10:16-11:18</b>	<b>3<sup>rd</sup> – 9:39-10:22</b>
<b>4<sup>th</sup> – 10:26-11:09</b>	<b>4<sup>th</sup> – 11:22-12:24</b>	<b>Lunch – 11:35-12:06</b>	<b>6<sup>th</sup> – 11:22-12:24</b>	<b>4<sup>th</sup> – 10:26-11:09</b>
<b>5<sup>th</sup> – 11:13-12:26</b>	<b>Lunch – 12:24-12:54</b>	<b>2<sup>nd</sup> – 12:10-1:15</b>	<b>Lunch – 12:24-12:54</b>	<b>5<sup>th</sup> – 11:13-11:56</b>
<b>Lunch – 11:43-12:26</b>	<b>5<sup>th</sup> – 12:58-2:00</b>	<b>EARLY RELEASE</b>	<b>7<sup>th</sup> – 12:58-2:00</b>	<b>Lunch – 11:56-12:26</b>
<b>6<sup>th</sup> – 12:30- 1:13</b>				<b>6<sup>th</sup> – 12:30- 1:13</b>
<b>7<sup>th</sup> – 1:17-2:00</b>				<b>7<sup>th</sup> – 1:17-2:00</b>
<b>43-minute classes</b>	<b>62-minute classes</b>	<b>65-minute classes</b>	<b>62-minute classes</b>	<b>43-minute classes</b>

# Strategies Program Description

Sample Student Schedule

<b>Advisory</b>	<b>Advisory</b>	<b>SMALL GROUP</b>
<b>1</b>	<b>Functional ELA</b>	<b>SMALL GROUP</b>
<b>2</b>	<b>Science</b>	<b>PUSH OUT</b>
<b>3</b>	<b>PE</b>	<b>PUSH OUT</b>
<b>4</b>	<b>Social Skills</b>	<b>SMALL GROUP</b>
<b>5</b>	<b>Functional Math</b>	<b>SMALL GROUP</b>
<b>Lunch</b>	<b>Lunch</b>	<b>PUSH OUT</b>
<b>6</b>	<b>Art</b>	<b>PUSH OUT</b>
<b>7</b>	<b>Life Skills</b>	<b>SMALL GROUP</b>

# Strategies Program Description

## SOLUTIONS AT A GLANCE



### Polaris®

Collaborative IEP development solution to ensure compliance throughout each stage of the process.

[n2y.com/polaris](https://n2y.com/polaris)



### Positivity®

Evidence-based behavior management solution to promote self-regulation and wellness for greater student progress.

[n2y.com/positivity](https://n2y.com/positivity)



### Unique Learning System®

Standards-aligned core curriculum for teaching all subjects to students in special education from pre-K to transition.

[n2y.com/unique-learning-system](https://n2y.com/unique-learning-system)



### Inspire

Skill-based intervention curriculum that guides students from teacher-led instruction to independent learning.

[n2y.com/inspire](https://n2y.com/inspire)



### Classics

Accessible world-class novels and plays with differentiated activities for middle and high school students.

[n2y.com/classics](https://n2y.com/classics)



### News2you®

Differentiated, accessible newspaper with engaging current events and activities for meaningful literacy and learning.

[n2y.com/news2you](https://n2y.com/news2you)



### SymbolStix PRIME®

Research-based symbol communication tool for creating resources that support learning, language, and self-expression.

[n2y.com/symbolstix-prime](https://n2y.com/symbolstix-prime)



### L<sup>3</sup> Skills®

Interactive, skill-building games that develop academic and life skills and support IEP goal achievement.

[n2y.com/l3-skills](https://n2y.com/l3-skills)



### SymbolStix Squares™

CORE VOCABULARY SETS 1 & 2

Durable sets of symbol-supported, hands-on visual vocabulary.

[n2y.com/symbolstix-squares](https://n2y.com/symbolstix-squares)



### n2y Math Manipulatives

Multisensory learning for grades K-12 to translate abstract concepts into concrete examples.

[n2y.com/n2y-math-manipulatives](https://n2y.com/n2y-math-manipulatives)

Try samples, schedule a demo, request a free trial, or get a quote!

Explore more at [n2y.com/total-solution](https://n2y.com/total-solution)

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# Strategies Program Description

## Unique Learning System

### *Parent Guide*

#### **"Comprehensive Curriculum"**

Comprehensive curriculum is a written plan that guides the design of children's goals for learning and development, the experiences children will have to achieve those goals and the way in which adults, both staff and families, will support children's learning to achieve school success. Content in a comprehensive curriculum focuses on all domains of learning: social emotional, physical, cognitive (intellectual), and communication (language and literacy).

Unique Learning System is an award-winning, online, standards-based set of interactive tools specifically designed for students with special needs to access the general curriculum. Used daily in school districts and classrooms across the country, Unique Learning System provides preschool through transition students with rigorous, standards-based materials specifically designed to meet their instructional needs.

Users interact with differentiated, thematic units of study with text-to-speech, interactive components, hundreds of activities, and multiple opportunities to show what they know.

#### **Differentiated Materials**

Unique Learning System's differentiated materials provide a means of access to standards-based instruction for students with complex needs. Given appropriate materials and adapted methods for instruction, all students participate in rigorous daily classroom instruction. Each student's academic profile in Unique Learning System generates his or her instruction.

#### **Support Levels:**

**Level 1:** Students require extensive and pervasive support. Increasing participation is the main objective.

**Level 2:** Students may require symbol support and other direct instruction for learning and comprehension.

**Level 3:** Students read text, produce simple writing, perform basic math processes, and demonstrate comprehension of modified learning information independently".

To find out more visit their website at <https://unique.n2y.com>

# Strategies Program Description

## News2You

### *Parent Guide*

#### **Introduction**

News2You is an interactive educational newspaper designed specifically for individuals with unique learning needs. News2You offers weekly editions that connect students with the world through relevant news stories simplified to support their comprehension and engagement. News2You promotes communication, reading, and social studies skills.

#### **Educational Content**

Each edition includes:

- **The Main Article:** Focuses on a current event or a significant topic, adapted for easy comprehension.
- **Recipe:** Simple, step-by-step cooking instructions that encourage life skills.
- **Games:** Interactive and themed games that reinforce the weekly topic and support cognitive development.
- **Jokes:** Designed to promote social interaction and joy.
- **Bonus Activities:** Includes additional resources like worksheets and quizzes to deepen understanding of the weekly topic.

News2You is designed to cater to the diverse educational needs of students:

- **Differentiated Learning Levels:** Offers multiple levels of difficulty to accommodate students' varying abilities.
- **Multimodal Engagement:** Uses text, visuals, and interactive activities to engage different learning styles.
- **Communication Development:** Encourages expressive and receptive language skills through story discussions and activities.

To find out more visit their website at <https://unique.n2y.com>

# Strategies Program Description

## **AIM: Accept. Identify. Move**

### *Parent Guide*

#### **What is AIM?**

AIM stands for Accept, Identify, Move—a social-emotional learning curriculum designed specifically for students with unique learning needs. It helps students better understand their emotions, build self-awareness, and learn strategies to manage big feelings in a healthy way.

#### **Why do we use it?**

AIM is integrated into our classroom routines to support emotional regulation, flexibility, and mental well-being. These are foundational life skills that support learning, friendships, and independence—both in school and out in the community.

#### **What does it look like in class?**

Students participate in brief, engaging lessons that are centered around three main practices:

1. Accept: Recognizing and accepting our emotions without judgment.
2. Identify: Learning to name feelings and physical sensations connected to emotions.
3. Move: Choosing appropriate strategies to manage emotions and return to a calm or focused state.

We practice using movement, mindfulness, self-talk, and visual supports as tools to help students regulate. These are taught through stories, videos, partner discussions, and guided activities. Lessons are short and meaningful—and repeated often to build fluency and confidence.

#### **How will I know how my child is doing?**

You may see reflection worksheets, behavior tracking updates, or notes about which strategies worked best for your child. Students often enjoy showing the breathing techniques, movement breaks, or grounding strategies they've learned!

#### **When is AIM used?**

- During social-emotional learning time
- As part of daily check-ins
- In-the-moment when students are upset or overwhelmed
- In small groups or one-on-one sessions
- Before transitions, after recess, or during community outings