MGMS Mission

Mount Garfield Middle School fosters curiosity,belonging, and global citizenship by integrating critical thinking across subjects and providing rigorous opportunities anchored in high expectations for learning and behavior.

MGMS Vision

Gators learn and rise to the challenge with integrity.

Inclusion Philosophy

Mount Garfield Middle School (MGMS) is committed to providing an inclusive and supportive educational experience for all students. In alignment with the IB's mission and commitment to inclusive education, we recognize students for their strengths and individuality and seek to remove barriers to learning. At MGMS, our goal is to create an inclusive environment where all students feel supported. We aim to foster strong collaboration among teachers, families, and staff, while building meaningful connections between IB, and our student support services. Inclusion is an ongoing process that ensures all students have access to meaningful learning opportunities.

We believe that:

- All students can learn and deserve an inclusive, caring, and stimulating environment.
- The entire school community shares the responsibility of supporting students with diverse needs.
- Education is a partnership between students, families, and the school.
- Inclusive teaching and learning should be accessible to all students.

To support this, MGMS differentiates instruction and scaffolds learning to meet the academic, social, and emotional needs of all students. We embrace diverse learning abilities and recognize that inclusion benefits the entire school community.

Specialized Education Plans

In compliance with the Individuals with Disabilities Education Act (IDEA), Section 504, and district policies, students with an Individualized Education Plan (IEP), 504 Plan, or English Language Development Plan (ELDP), Advanced Learning Plan (ALP) receive appropriate support. Each student's Case Manager ensures plans are updated annually, and teachers implement necessary accommodations and modifications.

MGMS General and Special Education teachers collaborate to adapt instruction while maintaining the integrity of learning objectives. Federal and state laws dictate that IEP goals take precedence over IB requirements. Teachers work with support staff, including specialists, to provide accommodations that foster student success. Most students with IEPs spend the majority of their day in general education classrooms with support provided through co-teaching

and differentiated instruction. Students with 504 Plans receive accommodations within the general education setting. Special Education teachers support students through pre-teaching, re-teaching, and specially designed instruction based on student needs. These services help clarify directions, reinforce concepts, and provide additional guidance for academic success.

At MGMS, our Culturally and Linguistically Diverse Education (CLDE) program is a vital part of inclusion. We support our Multilingual Learners (MLs) by providing the tools they need to access academic language and succeed in all core classes. Students on ELDPs spend most of the day in general education classes, but also receive dedicated English Language Development (ELD). All teachers use sheltered instruction strategies to scaffold and support MMLs across subject areas, ensuring access to grade-level content in English and meaningful participation in the curriculum. We encourage teachers who can communicate in more than one language, especially Spanish, to take advantage of opportunities to teach and reinforce learning in that language.

Gifted and Talented (GT) students in School District 51 are identified based on their strengths and needs, with personalized educational programming designed to support them. Their progress is monitored through ongoing assessment. Each identified GT student has an Advanced Learning Plan (ALP), collaboratively developed with teachers, parents, and the student, and updated annually to reflect their goals and interests. Students not formally identified as GT may be placed in the talent pool for continued monitoring to determine eligibility. Both GT-identified and talent pool students have the opportunity to enroll in a GT elective focused on executive functioning skills and other lessons aligned with their learning goals and needs.

At MGMS, we use a Multi-Tiered System of Supports (MTSS) to ensure every student receives the help they need to thrive. Our MTSS team meets weekly to review student needs, make referrals, and develop individualized plans that support academic, behavioral, social, and emotional success. MGMS is dedicated to fostering an inclusive learning environment where all students are supported and empowered to reach their full potential.

Rights and Responsibilities

MGMS Community Rights:

- Every student has the right to belong in an inclusive, supportive learning environment.
- Every student has the right to learn without barriers—academic, social, or emotional.
- Our school community honors and celebrates each person's unique identity and culture.
- Students have the right to share their ideas, experiences, and perspectives in a respectful space.

MGMS recognizes that all students:

- Have unique academic and social-emotional needs.
- Learn in different ways and at different rates.

- Benefit from diverse teaching approaches and experiences.
- Are capable individuals with their own goals and aspirations.
- Can become active, compassionate lifelong learners who value differences.

MGMS Students Will:

- Welcome others in both academic and social settings, ensuring everyone feels they belong.
- Build connections by interacting with a diverse range of classmates throughout the school day.
- Show respect and appreciation for the unique backgrounds, abilities, and perspectives of others.
- Practice empathy by recognizing and valuing others' perspectives and emotions.
- Understand that body language can impact how included—or excluded—others feel.
- Reflect on and challenge personal assumptions or biases to grow as inclusive individuals.
- Treat all peers with dignity and kindness, regardless of language, culture, learning needs, or beliefs.
- Use respectful conversations to resolve disagreements and misunderstandings.
- Support new students by helping them feel welcomed and connected to our school community.
- Own their words and actions, especially when they affect others.
- Lead by example when faced with insensitive or exclusionary behavior.

MGMS Leadership Will:

- Create a safe and welcoming environment where everyone feels respected.
- Create school-wide systems and structures that remove barriers so all students can learn and succeed.
- Support learning experiences that build international-mindedness and celebrate our diverse community to make inclusion part of our daily school life.
- Create opportunities for students, staff, and families to connect and support one another.
- Support respectful dialogue, independent thinking, and collaboration in decision-making and problem-solving to ensure an inclusive school environment.

MGMS Teachers Will:

- Purposefully plan and adapt instruction to support diverse learners.
- Follow state and federal guidelines for assessment, accommodations, and interventions.
- Use formal and informal assessments to monitor progress and adjust teaching accordingly.
- Differentiate instruction and provide appropriate support for student success.
- Collaboratively plan reteaches to address gaps in formative assessments
- Implement students' IEPs, 504 Plans, English Language Development Plans (ELDP) and Advanced Learning Plans (ALPs) as required.

- Refer students needing additional support to the Multi-Tiered System of Supports (MTSS) team.

Support Services Team Will:

- Follow state and federal laws governing special education, CLDE or GT
- Work collaboratively to support identified students with special education or other support services.
- Partner with general education teachers to create an inclusive learning environment and meet the needs of all students.
- Develop, implement, monitor and review education plans including IEPs, 504 Plans, English Language Development Plans (ELDPs) and Advanced Learning Plans (ALPs).
- Provide instruction in the least restrictive environment.
- Assist in identifying students that need support services.
- Provide input to the MTSS process to ensure appropriate interventions.

Differentiated Instruction

At MGMS, differentiated instruction ensures that all students receive the support they need to grow academically and succeed in their learning community. Teachers modify, extend, and adapt instruction, materials, assessments, and student projects to meet diverse learning needs. Our math curriculum provides reteach and challenge materials to meet students' needs. MGMS students are also supported in their reading through sheltered instruction in all core classes. A differentiated classroom acknowledges that students require varied teaching methods to thrive, and teachers create an environment that fosters their success.

MGMS employs several intervention strategies that support students outside of their core classes as well. Students use Waggle and Lexia to support continued growth based on NWEA scores. Intervention classes called Skill Builders and Math Lab are offered to students that need support to reach grade level in reading and math. In these classes, students are provided with enrichment opportunities to support the curriculum in their core classes. Advanced math and GT classes are also offered to students that are at or exceed grade level expectations. We offer an ELD class that provides targeted language instruction, supports grade-level English proficiency, and ensures meaningful access to academic content. We understand the importance of student integration with other peers, while realizing that some may benefit from small-group or one-on-one instruction outside the classroom to close achievement gaps.

Differentiation includes both in-class strategies and external resources that address academic and emotional needs. Needs are addressed through MTSS which includes general and special education teachers, counselors and school leadership.

Assessment Accommodations

Student assessments reflect their participation in the full curriculum and should be designed to allow them to demonstrate their understanding in ways that align with their individual learning needs. In some cases, students may be offered multiple ways to demonstrate the standards to ensure students can show mastery of concepts without unnecessary barriers.

For district and state assessments, accommodations follow the guidelines established by Mesa County Valley School District 51 and the Colorado Department of Education, ensuring equitable access to standardized testing.

Review Process

This Language Policy is a living document, reviewed annually by the school instructional leadership team (ILT). It is informed by IB guidelines, stakeholder feedback, and evaluation of current practices. The policy will be accessible to the school community both physically and digitally.