



## GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

# Barnes 2012-13 Annual Report

## Introduction

Barnes Elementary School reopened in August of 1999 as the Barnes Early Childhood Center. Previously, the Early Childhood Programs were located in a number of elementary schools throughout the district. Dr. Pamela Lemerand, a former Director of Student Services, and a team of Early Childhood staff rallied to bring a variety of early childhood programs together and brought a proposal the Grosse Pointe Public School System's Board of Education to reopen Barnes school as an Early Childhood Center.

Barnes Early Childhood Center services students and families with a team of individuals who design and implement programs to meet the individual needs of a variety of students. The staff is dedicated, selfless, and willing to go the extra mile each day to work with the students and families who mean so much. Within Barnes we have a variety of programs servicing students from birth to age 6 and their families. These include:

- Evaluation services
- Early Intervention services and programs
- 5 classrooms for students with special needs with a.m. and p.m. sessions
- The GPPSS Preschool Program which offers an emergent curriculum based daycare setting for preschoolers ages 6 weeks to 5 years
- Play and Say sessions—a program that has won State Awards for Exemplary Programs for speech and language students ages 2 through 4
- The Family Center of Grosse Pointe and Harper Woods which offers family resources, support and training
- Play Central—a community play group twice weekly

This year also brought change to the staff family at Barnes. Principal Sue Banner retired and the administration was restructured to better meet the needs of our students and families. We now have Stephanie Hayes as Director of Student Services, and two Supervisors of Student Services, Sue Lucchese and Lillie Loder.



**Supervisors Sue Lucchese and Lillie Loder**



### Mission Statement

The mission of Grosse Pointe Public School System's Early Childhood Program is to provide educational opportunities for young children.

### Our philosophy...

is based on the enhancement of the total child. A child with identified special needs is first and foremost a complete individual with strengths and weaknesses. The multidisciplinary staff works together with family members toward the child's maximum potential in all areas and to facilitate educational opportunities both in school and at home.

### MDE Scorecard

AYP status and Report card grade not calculated for Barnes.

### Nondiscrimination Statement

The Grosse Pointe Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Stefanie Hayes,  
Director of Student Services  
389 St. Clair  
Grosse Pointe, MI 48230  
(313) 432-3851  
[Stefanie.Hayes@gpschools.org](mailto:Stefanie.Hayes@gpschools.org)

For further information on notice of nondiscrimination, visit:

<http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>  
for the address and phone number of the office that serves your area, or call 1-800-421-3481.

## Assignment of Studies

The Board has determined attendance areas and students shall be expected to attend school within that area. A parent may request a transfer or appeal a placement decision on behalf of their student.

The principal shall be responsible for assigning students to classes. In the elementary schools, the principal, in determining the grade level for any new student, may take into consideration the previous schooling of the student but may assign the student to a lower grade level or higher grade level, if in the principal's judgment such an assignment would be in the best interest of the student. In middle school and high school students will be assigned to counselors, classes and instructors by the building principal.

The district also has in place policies and guidelines which guide promotion and retention.

**Percentage of Parents Participating in Parent-Teacher Conferences:**  
100%

**Student Average Attendance:** 92.61%

## FERPA Notice

Grosse Pointe Public Schools may, upon request, release the following directory information: student name, address, participation in school activities, date of school attendance, honors and awards, information generally found in yearbooks, and student name, addresses and telephone numbers when requested by military recruiters. Grosse Pointe Public Schools also publishes student information via school sponsored or school-related media, including activities of the Grosse Pointe Foundation for Public Education. Parents or students, 18 years or older, who do not wish this information made public should complete the Public Use-Directory Information Notice Form available at: [www.gpschools.org](http://www.gpschools.org)

## Core Curriculum

The Grosse Pointe Public School System's core curriculum is developed under the auspices of the Educational Programs Leadership Council (EPLC), a group of teachers, parents, students, and administrators who meet monthly.

The core curriculum is based upon state standards in all subjects and extends beyond those by incorporating exemplary national standards. The reports of the curriculum committees, which are submitted first to the EPLC and then to the Board of Education, include recommendations regarding assessment, staff development, integration of technology, and differentiated instruction to accommodate academic diversity as well as the curriculum itself. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.



During the 2012-13 School year, EPLC led the curriculum review for the World Language Department. Teachers doing the review examined assessments, textbook usage, and alignment to the newly revamped Michigan Department of Education World Language requirements. The revised World Language curriculum was unanimously approved by the Board of Education in the spring of 2013. Staff development on specific reading comprehension strategies through a program called *Making Meaning* also continued throughout the 2012-13 school year. The implementation and training in Reader's Workshop is part of a three-year plan to develop readers and writers in our elementary students for their success in the challenging curriculum they will be facing at the middle and high school levels.

This coming year, we seek volunteers to serve on the review committees for K-12 Science, Social Studies, Library/Media, and Secondary Business.

## School Improvement Plan

### Goal 1: English Language Arts (pre academic)

**Student Goal Statement:** Teachers will help students work toward progress in pre academic English Language Arts (ELA) skills.

### Goal 2: Social/Emotional well being

**Student Goal Statement:** Students will develop social skills.

### Goal 3: Personal Independence

**Student Goal Statement:** Students will take appropriate action to meet needs.