



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Barnes 2013-14 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 On and Intervention services and programs
- Speech and Language Services
- 4 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 entire Barnes staff has worked to provide the most appropriate services to our youngest students. The 2013-14 school year was a success due to the collaboration of professionals who are so committed and dedicated to working with young children!

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
20090 Morningside
Grosse Pointe Woods MI 48236
(313) 432-3851
Stefanie.Hayes@gpschools.org

If the individual filing the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, then the individual filing the grievance must provide the documentation to the:

Deputy Superintendent for Educational Services
389 St. Clair
Grosse Pointe, MI 48230
Phone: (313) 432-3016

For further information on 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: 93.21%

FERPA Notice

The Grosse Pointe Public School System 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. GPPS 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

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 local and national standards. Reports of the curriculum committees, which are submitted first to the EPLC then to the Board of Education, include recommendations regarding assessment, professional 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 2013-14 school year, EPLC led the curriculum review for social studies and library/media. Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. Both curricula are still under development, as is the curriculum for science and secondary business.

District wide professional development is part of a comprehensive plan that uses teacher choice as well as mandatory training in areas identified by our district professional development team.

School Improvement Plan

Target goals for the Barnes teams for continuous improvement include:

- Provide most effective and appropriate services to our Early Intervention students
- Support students in developing necessary pre academic/kindergarten readiness skills
- Develop in students the behaviors necessary to be a good student and school citizen
- Incorporate technology into learning experiences as developmentally appropriate
- Increase and enhance inclusive opportunities with GPPSS preschool programs