



## GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

# Barnes 2014-15 Annual Report

## Introduction

The staff at Barnes Early Childhood Center works hard to create an environment where young children have wonderful first experiences within the Grosse Pointe Public School System. Staff members provide services to support children and families from birth through pre-kindergarten. The staff are energetic and passionate, dedicated to providing an environment where children can excel at their appropriate developmental levels.

There are a variety of programs housed at Barnes and they are available to meet the needs of the children in the community. Located within Barnes you will find:

- Evaluation services for children with suspected developmental delays or disabilities through age 5
- Early On services which provides support for eligible children and their families from birth through age 3
- Early Child Special Education Services such as speech and language for eligible children
- Early Child Special Education Programming for eligible students
- Grosse Pointe Public Schools Tuition Based Pre-school which offers programming for infants, toddlers and pre-school, ages 6 weeks through 5 years of age.



Over the past year, the children have had many opportunities to join in experiences throughout Barnes. You can find children on the playground, in the garden, in the gym, reading in the library area and participating in music and yoga. A very exciting addition was the adoption and naming of our two all school guinea pigs; Bert and Ernie.



Our families were invited to Barnes to celebrate in the winter and the spring. The pancake breakfast and spring "Funapalooza" were a huge success with the majority of our families in attendance.

Barnes Early Childhood Center is a wonderful place where all children are welcomed and nurtured to reach their highest potential. The ultimate goal for the Barnes staff is to assist children in the successful transition to a kindergarten experience.

### 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](mailto: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://wdcrobc01.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 principal.

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

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

**Student Average Attendance:** 93.7%

## 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](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 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 2014-2015 school year, EPLC led the curriculum review for adolescent health, business, social studies and library/media. Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. 6<sup>th</sup> thru 12<sup>th</sup> grade social studies and adolescent health curricula are still under development.

During the 2015-2016 school year, the following curricular areas will begin the review process:

- K-12 Mathematics
- K-12 Science
- K-12 Art
- 6-12 Counseling
- K-12 Physical Education
- 6-12 Inter-Departmental Technology
- 6-12 TV Production

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 effective service to our Early Interventions students through a Primary Service Delivery Model
- 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