



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Barnes 2019-20 Annual Report

Introduction

Barnes Early Childhood Center is a place where magic happens for children. The entire staff at Barnes is very dedicated to the growth and development of young children. There are a variety of programs that operate out of Barnes all with the goal of providing our youngest learners with a positive school experience geared toward their individual developmental levels.



Programs and services available at Barnes include:

- Evaluation services for children with suspected developmental delays from birth through age 5
- Early On Services which provide support for eligible children and their families from birth through age 3
- Early Childhood Special Education Services; such as Speech and Language support for eligible children
- Early Childhood Special Education programming for eligible children
- Grosse Pointe Public School System's Tuition Based Preschool Program which offers all day programming for infants, toddlers and preschool age children ages 6 weeks through 4 years.

Over the past year, students have had many opportunities and experiences while attending Barnes Early Childhood Center. The entire school has embraced the use of a common language for teaching school expectations - Buddy the Beagle reinforces good choices and a "Buddy stamp" is worth celebrating!! You will find children happily engaging in classrooms, actively playing in the gym and playground, participating in yoga and musical activities.

Highlights of the year included weekly visits by the Merry Music Maker, assemblies with Lou's Pet Shop and Chamberlin Pony Rides and Petting Zoo.

Families are always welcome at Barnes. There were meet and greets, conferences, classroom visits, and a winter pancake breakfast. While the abrupt statewide school closures due to Coronavirus meant we could not hold our end of year family celebration entitled *Funapalooza*, or the move up to kindergarten celebration, staff worked hard to maintain connections with our students and support them in their transition.

Mission Statement

The mission of GPPSS 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 with family members toward the child's maximum potential in all areas and to facilitate educational opportunities in school and at home.

Nondiscrimination

The District shall not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category in its programs and activities, including employment opportunities.

The Superintendent shall designate not less than two compliance officers who are responsible for coordinating the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members. The Superintendent shall develop and implement administrative guidelines to enforce this policy.

For further information on nondiscrimination, visit:
www.gpschools.org under School Board - Policy or
<http://wcdrobcolp01.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: 97%

Student Average Attendance: 94%

FERPA Notice

The Grosse Pointe Public School System may, upon request, release the following directory information: student name, grade level, graduation date, height and weight if an athlete, participation in school activities, honors and awards, photographs and videos of students in school activities, and student name, addresses and telephone numbers when requested by military recruiters. GPPSS 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 click the FERPA directory information button during K-12 online registration.

Core Curriculum

To meet our community's expectation for educational excellence, GPPSS engages in a system of continuous improvement that focuses on collaboration and continuity across the district. Thoughtful and carefully aligned district practices insure that the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning. An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world; broad-based to meet the needs of students at all levels; and designed to challenge every student to realize their true potential, is essential. Differentiated instructional approaches based on established best practices and research; high

expectations for student and staff performance; and flexibility, innovation and individual teaching styles are the basis for quality learning experiences in every class, every day. Modifications to the curriculum and/or instructional approaches are driven by data obtained from a system of assessments implemented by the district.

The GPPSS 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.

Based on our district curriculum studies timeline, curriculum reviews occur in the following phases:

- Phase I: Curriculum Review
- Phase II: Construction and/or Pilot (World Languages, Performing Arts, K-5 and 9-12 ELA, HS Science)
- Phase III: EPLC/BOE approval and/or Implementation (6-12 math, 6-8 English, Drama, Family Consumer Science, PE/Health, Inter-Departmental/Technology Education)
- Phase IV: Maintenance (Adolescent Health, Art, Business, Counseling, Library Media, K-5 Math, Social Studies, 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

- Provide support and services to families eligible for Early Intervention Services. A Primary Service Delivery Model that emphasizes parent coaching will operate on a year round calendar.
- Provide all students with developmentally appropriate supports to assist with the development of skills necessary for transition to kindergarten.
- Develop and provide for opportunities to increase collaborative opportunities within Barnes.
- Continue to support and enhance the use of positive behavior supports.

