



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Barnes 2021-22 Annual Report

Introduction

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://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.

Barnes Early Childhood Center is a place where magic happens for children. The entire staff at Barnes is 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
- The GPPSS tuition based program bridges the gap between our Preschool/Pre-K programs and Young 5's/Kindergarten by implementing CR Success Jump Start to Literacy into our curriculum. Last year we introduced a social emotional program, Built to Thrive.



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 and actively playing in the gym and on the playground. This year we will restart our yoga program and other opportunities for peer socialization across classrooms. Some of the favorite activities last year were the Turkey Trot and a visit from GP Zoology.

Families are always welcome at Barnes. We value our partnerships with families and connect with parents at our meet and greets, during conferences, and at other family friendly events. Staff members partner with parents to support students in their transition to kindergarten. We look forward to restarting Funapalooza in the spring, a Barnes tradition that has unfortunately been on hold for the past couple of years.

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: 91%

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

Grosse Pointe Public School System (GPPSS) engages in a system of continuous improvement through collaboration and continuity while focusing on our Vision: *One Inclusive Community Learning Together*, and our Mission: *Cultivate Educational Excellence By: Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities*. GPPSS builds a robust and equitable educational community where all learners are empowered to reach their unique potential. We strive to provide students opportunities to acquire the attitudes, values, knowledge and skills that prepare them to be contributing members of society.

Thoughtful, carefully aligned practices ensure the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning and provide all students a rigorous and relevant curriculum aligned from preschool through graduation. An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world, broad-based to meet the needs of all students at all levels, and designed to challenge every student to realize their true potential, is essential. Differentiated and culturally responsive instructional approaches based on 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 or instructional approaches are driven by data obtained from assessments implemented by the district.

The GPPSS core curriculum is developed under the guidance 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 are submitted first to the EPLC, then the Board of Education, and include recommendations regarding assessment, professional development, integration of technology, and differentiated and culturally responsive instruction to cultivate academic diversity within curriculum development. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.

The curriculum review process uses the District's Strategic Plan as a lens to review, construct, and implement curriculum and instructional practices. Based on our district curriculum studies timeline (5 -7 years), curriculum reviews occur in the following phases:

- Phase 1 - curriculum review/study (entering this phase are Social Studies, Counseling, Library/Media, and TV Production)
- Phase 2 - construction of goals/objectives and programs
- Phase 3 - implementation
- Phase 4 - maintenance

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.

