



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Barnes 2024-25 Annual Report

Introduction

Barnes Early Childhood Center is a place where magic happens. The staff at Barnes is dedicated to the growth and development of young children. Barnes offers a variety of programs, all with the goal of providing our youngest learners 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. The Early On team provides home-based services and community groups that focus on coaching parents and caregivers to address developmental concerns.
- **Early Childhood Special Education Services** for eligible children ages 3-5, such as speech and language support or groups that address various areas of development.
- **Early Childhood Special Education Programming** for eligible children ages 3-5, which addresses development of positive social-emotional, pre-academic, problem solving, communication and adaptive skills.
- **Grosse Pointe Public School System's Tuition Based Preschool Program** for children ages 2.5 through 4 offers a secure and caring environment in which children have opportunities to discover, share, make friends, grow and begin the journey of lifelong learning. School Day and extended care are offered between 7:15 a.m.-6 p.m. Monday-Friday.



Over the past year, students have had many experiences and opportunities while attending Barnes Early Childhood Center. You will find children happily engaging in classrooms and actively playing in the sensory motor gym and on our new ADA compliant playground. Students learn to be kind and safe, and classrooms earn rewards when students make kind and safe choices. A favorite classroom reward is a visit from Buddy the Beagle. Students also love spending time with our Barnes therapy dog, Charlie. Some of the children's favorite annual events include our Thanksgiving Turkey Trot, Winterfest, our Halloween Parade and Funapalooza!

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 Young 5s or kindergarten.

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://wdcrocolp01.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: 87%

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.

ESSA Support Label

The school has not been given a label for additional support under ESSA.

Core Curriculum

Grosse Pointe Public School System engages in a continuous cycle of improvement grounded in collaboration, continuity, and commitment to guiding principles. We are anchored by our **Vision**: *One Inclusive Community Learning Together*, and our **Mission**: *Cultivate Educational Excellence by Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities*. GPPSS fosters an equitable educational community where every learner can realize their unique potential. Our goal is to offer students rich opportunities to develop the attitudes, values, knowledge, and skills to become engaged, contributing members of society.

Our district employs aligned practices to ensure curriculum, instructional strategies, and assessments work cohesively to maximize learning. All students access a rigorous, relevant curriculum aligned from preschool through graduation. A broad, innovative, and evolving curriculum meets diverse needs and challenges learners to reach their fullest potential. Instruction is differentiated and culturally responsive, rooted in best practices and research. We maintain high expectations while honoring flexibility, innovation, and individual teaching styles to ensure meaningful learning in every classroom, every day. Curricular adjustments are data-informed through ongoing districtwide assessments.

GPPSS curriculum is developed under the leadership of the **Educational Programs Leadership Council (EPLC)**—a collaborative body of teachers, parents, students, and administrators. Curriculum aligns with state standards across disciplines and integrates exemplary local and national standards. EPLC reviews curriculum committee reports and presents them to the Board of Education with recommendations for assessments, professional development, technology integration, and culturally responsive instructional strategies. GPPSS offers a wide range of **Advanced Placement (AP)** courses, engaging enrichment programs, and a comprehensive special education program to ensure pathways to success for all students. The **Strategic Plan** guides curriculum and instructional practice design and review. All curricular areas undergo a four-phase cyclical review process:

- **Phase 1** – Curriculum review and study (currently Social Studies, Counseling, Library/Media, TV Production)
- **Phase 2** – Goal and program development
- **Phase 3** – Implementation of new curricula
- **Phase 4** – Ongoing maintenance and improvement

GPPSS supports a robust professional development program, combining teacher-selected opportunities with district-prioritized training. This promotes professional growth while aligning practices with district goals. We are committed to fostering a culture of modern learning and innovation, preparing students to thrive in a dynamic world. Our programs cultivate critical thinking, creativity, collaboration, and adaptability, equipping students for diverse future pathways. Emerging technologies are thoughtfully integrated to enhance learning, promote problem-solving, and encourage engagement—while keeping learning human-centered and grounded in real-world application. By embracing innovation, GPPSS empowers students to explore ideas, develop practical skills, and become adaptable, forward-thinking contributors to their communities.



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 year round.
- 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 use of positive behavior supports.