

WELCOME TO 



kindergarten



at GRAND BLANC COMMUNITY SCHOOLS

2026-27

EVERYTHING YOU NEED TO

- Kindergarten School Personnel
- Kindergarten Age Requirement
- Kindergarten Options
- Developmental Approach
- Kindergarten Assessment
- Brigance Testing Dates
- Kindergarten Report Card
- Screenings
- Immunizations
- Transportation Information
- Dining Services
- Children's Garden Latchkey
- Kindergarten Orientation/Teddy Bear Bus Ride
- Student Liaisons
- Partnership
- Getting Ready for School
- Questions & Answers

Grand Blanc Community Schools

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Grand Blanc Community Schools supports and adheres to the principles, rules, and regulations of Title IX of the Education Act, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, and Michigan Civil Rights Laws. The school district hereby notifies all employees, residents, and students that it does not discriminate on the basis of sex, race, color, national origin, creed, political affiliation or belief, age, height, weight, marital status, against qualified handicapped individuals, or any other condition covered by law with respect to the school district's educational programs, activities, and employment practices.

The school district has established a grievance procedure to provide for the prompt and equitable resolution of complaints of discrimination. Any employee or member of the community or the school district who believes he or she has been discriminated against, should contact The Deputy Superintendent or The Director of Personnel at (810) 591-6015 who coordinate processing of discrimination complaints, including Title IX compliance. Any student in the school district who believes he or she has been discriminated against should contact The Special Education Director at (810) 591-6373 or write either of them at Grand Blanc Community Schools, 11920 S. Saginaw Rd, Grand Blanc, MI 48439.

KINDERGARTEN SCHOOL PERSONNEL 2026-2027

Location	Principal	Teachers	Student Liaison
Anderson 591-5829	Andrea Floyd Secretary: Jody Nickola	Jennifer Maybee Rochelle Carr Janae Howd Annalisa Richard Annalisa Pena	Alajah Jackson
Brendel 591-6137	Duane Engleman Secretary: Nicole Brown	Nazaia Gilmore Jana Forgach Tiffany Nardizzi Emilee Pinkston	Michelle Garvey
Cook 591-7910	Tia Dale Secretary: Erica Oleksiak	Jennifer Bair-Boger Noreen Briggs Natalie Marzonie-Parra Suzanne Perlin Melissa Schafsnitz Amy Zagata	Courtnei Jordan
Indian Hill 591-4100	Tim Stein Secretary: Andria Tykocki	Madison Dunkel Bethany Good Rachel MacDonald	Nick Thomas
Myers 591-3000	Betsy Kato Secretary: Rochelle Boehnke	Robin Ballard Amy Johnston Jen Roman Wendy Sheridan	Izabela Nowakowska
Reid 591-7121	Jamie Wagner Secretary: Jillian Campbell	Carrie Hatfield Kristina McCarron Tricia Stuck Neely Thompson	Doreace Martin

Other Program Personnel

Children's Garden Director – Amanda Klein (591-6083)

Transportation Director – Adam Raczka (591-8965)

Food Service Director – Karen Smith (591-6928)

Parents As Teachers - Elizabeth Hatt (591-6135)

Kindergarten Age Requirement

An enacted Michigan law amended the Revised School Code (MCL 380.1147), which changed the minimum age requirement for a child enrolling in kindergarten. Legislation changed the “cut-off” date, which has been phased in over three years, changing the requirement by one month each year.

For the 2026-27 school year and beyond,
Children must be five years old
by **September 1st**.

Parent Option:

If the child is not eligible for enrollment per the guidelines specified above, the child’s parent or legal guardian can sign a waiver to enroll their student in school as long as the child turns 5 by December 1, 2026 (Section 6(4)(l)(iii)).

Districts can recommend to the child’s parent or legal guardian the child’s readiness for school and whether the child should be enrolled early. Regardless of a district’s recommendation, the parent or legal guardian retains the sole discretion to enroll their child if the child turns 5 by December 1, 2026.

KINDERGARTEN OPTIONS 2026-2027

Full Day Kindergarten

Children in this program will be in school for seven hours and ten minutes daily. Academic areas such as reading readiness, writing, math, social studies, and science are taught using developmentally appropriate instructional strategies. Vocal music and physical education are offered for 30 minutes on an alternating-day basis. Tech Ex is offered daily for a 25-minute period. Full-day kindergarten programs will be offered in ALL kindergarten buildings based on enrollment and space.

Full Day Young Five's Program

This program is highly recommended for children turning five years of age from late summer through December 1st. It is intended to give these younger children the gift of time in an enriching classroom environment within the elementary school setting.

Grand Blanc Y5's program is a foundational, research-based learning experience that focuses on problem-solving and conceptual knowledge across learning domains through exploration in a nurturing environment that respects the pace of each individual child and their unique genius. Vocal music and physical education are offered for 30 minutes on an alternating day basis, and Tech Ex is offered daily for a 25-minute period.

This program uses the Montessori approach, an education philosophy and practice that fosters rigorous, self-motivated growth for children in all areas of development. Its goal is to nurture each child's natural desire for knowledge, understanding, and respect.

***There will be no half day classes offered.
Kindergarten and Young Fives are full day programs.***

DEVELOPMENTAL APPROACH

In Grand Blanc Schools, we offer a full-day kindergarten program with a developmental philosophy.

A developmentally based instructional program recognizes that learning occurs in an environment based on a child's natural inclination for active learning.

The Developmental Approach aims to provide a foundation upon which children can build a positive self-image and express themselves successfully in various active learning experiences.

Developmentally appropriate programs are flexible in their expectations about when and how children acquire specific competencies. Recognition of individual differences dictates that a variety of teaching methods be used.

Instruction focuses on more choices for students: selecting reading material, writing topics, and joining team partners. Less classroom time is devoted to fill-in-the-blank worksheets, dittos, workbooks, and other seatwork.

The components of our Developmental Approach Educational Program are described in terms of what is appropriate and inappropriate for young children, based on research from the National Association for the Education of Young Children (NAEYC).



KINDERGARTEN ASSESSMENT

During Kindergarten Registration, you will be asked to sign your child up for the Brigance Assessment. This assessment is play-based and serves to give the school information about your child's development.

The Brigance consists of three screening areas:

- Motor skills such as hopping, skipping, copying, etc.
- Concepts such as identifying letters, colors, and numbers
- Language development such as speaking skills, problem solving, sorting, answering simple questions and identifying objects

The Brigance is administered by staff members who will individually screen your child in each of the areas. This screening is for information only and takes between 15-20 minutes. The school will be able to use this information to better meet the needs of your child.

Note: You and your child will be separated during the Brigance. Parents are kept busy in a separate room!

Please be sure to keep your assessment time. The information that the school receives is very valuable in helping us meet the needs of your child. If you have any questions, please feel free to contact your building principal.



BRIGANCE TESTING DATES

2026-27

If you are not able to have your child tested at your child's home school, the following dates and locations are available.

Please sign up using the QR codes after you have completed your student's enrollment. If you have any questions, please contact your building secretary.

- [Tuesday, April 14th, 2026 @ Indian Hill](#) 591-4100
- [Wednesday, April 22nd, 2026 @ Reid](#) 591-7121
- [Thursday, April 23rd, 2026 @ Brendel](#) 591-6137
- [Wednesday, April 29th, 2026 @ Cook](#) 591-7910
- [Wednesday, May 6th, 2026 @ Anderson](#) 591-5829
- [Thursday, May 7th, 2026 @ Myers](#) 591-3000

[Link to Brigance
Testing at Indian Hill](#)



[Link to Brigance
Testing at Reid](#)



[Link to Brigance
Testing at Brendel](#)



[Link to Brigance
Testing at Cook](#)



[Link to Brigance
Testing at Anderson](#)



[Link to Brigance
Testing at Myers](#)





Cook Elementary School

4433 E Cook Rd
Grand Blanc, MI 48439
8105917910

Attendance	MP1	MP2	MP3	MP4
Total Number of Days				
Absences				
Tardies				

Student: DK Student

Grade: Grade DK

Teacher: Teacher name

Year: 2025-2026

Principal: Principal Name

Grade Key	
3	The student meets grade level expectations at this time.
2	The student is approaching grade level expectations at this time.
1	The student is significantly below grade level expectations at this time.
4	The student consistently exceeds grade level expectations at this time.
	Not assessed at this time.

Attendance	MP1	MP2	MP3	MP4
Total Number of Days				
Days Absent				
Times Tardy				

Listening	MP1	MP2	MP3	MP4
Listens attentively				
Listens to and follows two step directions				

Speaking	MP1	MP2	MP3	MP4
Speaks clearly and can be understood				
Speaks in a complete sentence				
Maintains topic of discussion				
Expresses needs appropriately				
Clearly shares ideas with peers and adults				
Verbally participates in a variety of classroom activities				

Writing	MP1	MP2	MP3	MP4
Tells a focused story through oral or written language				
Uses pictures to express thoughts				
Uses letters and/or words to express thoughts				

Reading	MP1	MP2	MP3	MP4
Recognizes name				
Develops pre-reading behaviors (directionality, book handling, pretend reading)				

Phonemic Awareness	MP1	MP2	MP3	MP4
Hears and produces rhymes				

Alphabet Knowledge	MP1	MP2	MP3	MP4
Identifies capital letters				
Identifies lowercase letters				
Letter Sounds				
Distinguishes between letters and numbers				

	MP1	MP2	MP3	MP4
Mathematical Thinking				
Counts orally to 30				
Recognizes numbers to 10				
Orders numbers to 10				
Writes numbers to 10				
Matches sets to numbers 1-10				
Counts objects accurately (one-to-one correspondence)				
Identifies basic shapes				
Sorts and categorizes				
Creates and describes simple patterns				
Extends simple patterns				
	MP1	MP2	MP3	MP4
Conceptual Understanding				
Identifies colors				
Quickly names and labels pictures and objects				
Uses position words				
	MP1	MP2	MP3	MP4
Fine Motor Development				
Holds writing tools with appropriate control and strength				
Colors and draws with control				
Holds scissors properly				
Cuts with control				
Prints first name legibly (1st capital, rest lowercase)				
Begins to accurately form some letters and numbers				
	MP1	MP2	MP3	MP4
Social Development				
Respects the rights of others and their property				
Demonstrates self control				
Works and plays cooperatively with others				
	MP1	MP2	MP3	MP4
Work Habits				
Follows rules, directions, and routines				
Initiates and works independently				
Organizes work				
Sustains and completes work				
Cleans up and takes care of materials				
	MP1	MP2	MP3	MP4
Physical Education				
Locomotor Skills: Walk, Jog, Run, Hop, Hor. Jump, Vert. Jump, Gallop, Slide, Skip & Leap				
Non-Locomotor Skills: Balancing, Bending, Rocking, Rolling, Swinging, Jumping, and landing in isolated areas				
Spatial Awareness: Directions, Levels, Pathways, Extensions, Time, Body Parts, etc.				
Manipulative Skills: Rolling a ball, Underhand Throw				
Participates regularly in physical activities.				
Exhibits responsible personal, social and learning behaviors that respects self and others in physical activity settings.				
PACER				
	MP1	MP2	MP3	MP4
Technology Explorations				
Coding				
Typing				
Computer Skills				
Personal/Social: Appropriate Behavior/Effort				
	MP1	MP2	MP3	MP4
Music				
Consistently puts forth best effort in all activities				
Demonstrates respectful and responsible behavior				

	MP1	MP2	MP3	MP4
Art				
Consistently participates in Art lessons and puts forth best effort				
Demonstrates respectful and responsible behavior				
	MP1	MP2	MP3	MP4
Personal & Social Growth				
Effort: meets deadlines, quality work, perseveres, self directed				
Citizenship: Effective group member, shows kindness to peers, empathetic				
Attitude Toward Learning: strives to learn, grows from feedback				
	MP1	MP2	MP3	MP4
Overall Comments				
Comments:				



Cook Elementary School

4433 E Cook Rd
Grand Blanc, MI 48439
8105917910

Attendance	MP1	MP2	MP3	MP4
Total Number of Days				
Absences				
Tardies				

Student: KD Student

Grade: Grade KD

Teacher: KD Teacher

Year: 2025-2026

Principal: Principal Name

Grade Key	
S	Secure in Skill
P	Progressing Toward Skill
	Not assessed at this time.

Attendance	MP1	MP2	MP3	MP4
Total Number of Days				
Days Absent				
Times Tardy				

Reading: Foundational Skills	MP1	MP2	MP3	MP4
I can identify uppercase letters.				
I can identify lowercase letters.				
I can match lowercase letters with sound.				
I can recognize and produce rhyming words.				
I can identify the long and short vowel sounds of a,e,i,o,u.				
I can understand concepts about print-front cover, back cover, title, author, and illustrator.				
I know and can apply grade-level phonics and word study in spelling and decoding words.				

Writing and Language	MP1	MP2	MP3	MP4
I can print upper and lowercase letters.				
I can use spaces correctly in writing.				
I can produce and expand complete sentences.				
I can add one or more details to strengthen writing.				
I can capitalize the first word in a sentence.				
I can use end punctuation.				
I can use a combination of drawing, dictating, and writing to compose.				
OPINION writing-I can write about a topic and state an opinion				
INFORMATIVE writing-I can introduce a topic with supporting facts.				
NARRATIVE writing-I can write about a single event that includes detail(s) in a logical sequence and provide a reaction to what happened.				

Narrative Reading	MP1	MP2	MP3	MP4
I can identify story details: characters, setting, and major events.				
I can retell stories in sequence.				

Informational Reading	MP1	MP2	MP3	MP4
I can identify the main topic and key details.				
I can understand the difference between fiction and nonfiction text.				

Speaking and Listening	MP1	MP2	MP3	MP4
I can follow rules for small and large discussions.				
I can speak clearly and audibly to express thoughts, feelings, and ideas.				
I can demonstrate appropriate listening behaviors (wait for turn, look at speaker).				

Student: KD Student

Grade: Grade KD

	MP1	MP2	MP3	MP4
Math				
I can count by ones up to 100.				
I can count by tens up to 100.				
I can identify numbers from 0-20.				
I can write numbers from 0-20.				
I can count to tell the number of objects (up to 20).				
I can identify these 2D shapes: squares, circles, triangles, rectangles, and hexagons.				
I can describe the relative positions of objects.				
I can identify these 3D shapes: cubes, cones, cylinders, and spheres.				
I can compare numbers and objects between 1 and 10.				
I can fluently add within 5.				
I can fluently subtract within 5.				
I can understand teen numbers as ten and more.				
I can describe measurable attributes such as length and weight.				
	MP1	MP2	MP3	MP4
Science				
Forces and Interactions-Pushes & Pulls: I can investigate forces and interactions of pushes and pulls to change speed or direction.				
Ecosystems-Needs of Plants & Animals: I can describe patterns of what plants and animals need to survive and the places they live.				
Weather and Climate-Sunlight & Weather: I can explain the effect of sunlight on Earth and patterns of weather.				
	MP1	MP2	MP3	MP4
Social Studies				
I can identify land and water on a map or globe. (Geography)				
I can verbalize and follow rules that keep us safe at school. (Civics/Government)				
I can identify a change in myself from when I was younger. (History)				
I can identify a want and a need (Economics)				
	MP1	MP2	MP3	MP4
Physical Education				
Locomotor Skills: Walk, Jog, Run, Hop, Hor. Jump, Vert. Jump, Gallop, Slide, Skip & Leap				
Non-Locomotor Skills: Balancing, Bending, Rocking, Rolling, Swinging, Jumping, and landing in isolated areas				
Spatial Awareness: Directions, Levels, Pathways, Extensions, Time, Body Parts, etc.				
Manipulative Skills: Rolling a ball, Underhand Throw				
Participates regularly in physical activities.				
Exhibits responsible personal, social and learning behaviors that respects self and others in physical activity settings.				
PACER				
	MP1	MP2	MP3	MP4
Technology Explorations				
Coding				
Typing				
Computer Skills				
Personal/Social: Appropriate Behavior/Effort				
	MP1	MP2	MP3	MP4
Music				
Consistently puts forth best effort in all activities				
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Art				
Consistently participates in Art lessons and puts forth best effort				
Demonstrates respectful and responsible behavior				
	MP1	MP2	MP3	MP4
Personal & Social Growth				
Effort: meets deadlines, quality work, perseveres, self directed				
Citizenship: Effective group member, shows kindness to peers, empathetic				
Attitude Toward Learning: strives to learn, grows from feedback				

Overall Comments

Comments:

SCREENINGS FOR KINDERGARTEN VISION / HEARING

The State of Michigan requires that children entering kindergarten present a statement to school officials confirming that they have received the Michigan Department of Community Health vision & hearing screening.

The law further requires that school officials report vision & hearing screenings for all kindergarteners to the local health department with the November immunization report. Therefore, all screenings must be reported to the school before October 1st.

The primary purpose of this vision-screening requirement is to ensure early identification and prevention of visual problems in young children, especially amblyopia (or “lazy eye”), which can lead to permanent vision loss.

An early hearing screening can help identify hearing loss (conductive, sensorineural and mixed) as well as middle ear pathology.

Your family physician may provide screenings. If not, please contact the Genesee County Health Department to obtain information about testing sites (810-257-3612). Another alternative is to call your elementary secretary for information about vision/hearing screenings.

DENTAL

Michigan requires children entering kindergarten to have a dental oral assessment by October 31st (KOHA – Kindergarten Oral Health Assessment).



IMMUNIZATIONS

The following page lists recommended immunizations for children from Birth through 6 years of age. A completed immunization record is required for enrollment, unless your doctor has signed a medical contraindication form, or you have a certified Non-medical Waiver Form issued by the County Health Department.

NON-MEDICAL IMMUNIZATION WAIVER FORM

Genesee County Health Department must certify this type of waiver for religious and other objection(s) to vaccine(s). To obtain a certified non-medical waiver, a legal guardian must attend a waiver education session by **calling 810-237-4569 to make an appointment**. The education session is a one-on-one meeting between the legal guardian and a nurse to review the waived vaccine(s).

MEDICAL CONTRAINDICATION FORM

The medical contraindication form is to be completed by a physician (MD or DO) who verifies a medical reason preventing the child from receiving a specific immunization(s) for a specific period.

For more information, please visit the Genesee County Health Department website at https://www.geneseecountymi.gov/departments/health_department/clinics/immunizations.php





Vaccines Required for School Entry in Michigan

Whenever children are in group settings, there is a chance for disease to spread. Parents must follow state vaccine laws in order for their children to attend school. These laws are the minimum standard for preventing disease outbreaks in group settings. The best way to protect children from serious diseases is to follow the recommended vaccination schedule at www.CDC.gov/Vaccines. When following the recommended schedule children are fully protected and any school vaccination requirements are met.

 Diphtheria, Tetanus, Pertussis (DTP, DTaP, Tdap) ¹	All kindergartners and 4–6-year-old transfer students	All 7th graders and 7–18-year-old transfer students
	4 doses DTP or DTaP 1 dose must be at or after 4 years of age	4 doses diphtheria and tetanus or 3 doses if 1 st dose given on or after 1 year of age 1 dose Tdap at 11 years of age or older upon entry into 7 th grade or higher
Polio ¹	4 doses or 3 doses if dose 3 was given on or after 4 years of age	
Measles, Mumps, Rubella (MMR) ^{1, 2}	2 doses at or after 12 months of age	
Hepatitis B ^{1, 2}	3 doses	
Meningococcal Conjugate (MenACWY) ¹	None	1 dose at 11 years of age or older upon entry into 7 th grade or higher
Varicella (Chickenpox) ^{1, 2}	2 doses at or after 12 months of age or current lab immunity or history of varicella disease	

¹Vaccines should be given at certain ages and at certain times (follow [CDC Immunization Schedule](#) for the recommended number of doses, correct spacing, and ages); this chart is based on Michigan school immunization requirements. We strongly encourage parents and providers to follow the CDC recommended schedule because school requirements are the minimum for protection. Follow this chart when assessing immunization status for school immunization requirements.² If the child has not received these vaccines, documented immunity/waiver is required. During disease outbreaks, incompletely vaccinated children may be excluded from school. Parents and guardians choosing to decline vaccines must obtain a certified non-medical waiver from a local health department. Read more about waivers at www.michigan.gov/immunize. The Michigan Department of Health and Human Services (MDHHS) does not discriminate against any individual or group on the basis of race, national origin, color, sex, disability, religion, age, height, weight, familial status, partisan considerations, or genetic information. Sex-based discrimination includes, but is not limited to, discrimination based on sexual orientation, gender identity, gender expression, sex characteristics, and pregnancy.

Your child needs vaccines as they grow!

2025 Recommended Immunizations for Birth Through 6 Years Old



Want to learn more?
Scan this QR code to find out which
vaccines your child might need. Or visit
www2.cdc.gov/vaccines/childquiz/

VACCINE OR PREVENTIVE ANTIBODY	BIRTH	1 MONTH	2 MONTHS	4 MONTHS	6 MONTHS	7 MONTHS	8 MONTHS	12 MONTHS	15 MONTHS	18 MONTHS	19 MONTHS	20-23 MONTHS	2-3 YEARS	4-6 YEARS
RSV antibody		Depends on mother's RSV vaccine status						Depends on child's health status						
Hepatitis B	Dose 1	Dose 2						Dose 3						
Rotavirus		Dose 1	Dose 2	Dose 3										
DTaP		Dose 1	Dose 2	Dose 3				Dose 4						Dose 5
Hib		Dose 1	Dose 2	Dose 3				Dose 4						
Pneumococcal		Dose 1	Dose 2	Dose 3				Dose 4						
Polio		Dose 1	Dose 2	Dose 3				Dose 4						Dose 5
COVID-19														
Influenza/Flu								Every year. Two doses for some children						
MMR								Dose 1						Dose 2
Chickenpox								Dose 1						Dose 2
Hepatitis A								2 doses separated by 6 months						

KEY

ALL children should be immunized
at this age

SOME children should get this
dose of vaccine or preventive
antibody at this age

Parents/caregivers should talk to their
health care provider to decide if this
vaccine is right for their child

Talk to your child's health care provider for more guidance if:

1. Your child has any medical condition that puts them at higher risk for infection.
2. Your child is traveling outside the United States. Visit wwwncc.cdc.gov/travel for more information.
3. Your child misses a vaccine recommended for their age.



U.S. CENTERS FOR DISEASE
CONTROL AND PREVENTION

FOR MORE INFORMATION

Call toll-free: 1-800-CDC-INFO (1-800-232-4636)
Or visit: www2.cdc.gov/vaccines/childquiz/

What diseases do these vaccines protect against?

BIRTH–6 YEARS OLD

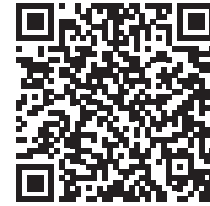
VACCINE-PREVENTABLE DISEASE	DISEASE COMPLICATIONS
RSV (<i>Respiratory syncytial virus</i>) Contagious viral infection of the nose, throat, and sometimes lungs; spread through air and direct contact	Infection of the lungs (pneumonia) and small airways of the lungs; especially dangerous for infants and young children
Hepatitis B Contagious viral infection of the liver; spread through contact with infected body fluids such as blood or semen	Chronic liver infection, liver failure, liver cancer, death
Rotavirus Contagious viral infection of the gut; spread through the mouth from hands and food contaminated with stool	Severe diarrhea, dehydration, death
Diphtheria* Illness caused by a toxin produced by bacteria that infects the nose, throat, and sometimes skin	Swelling of the heart muscle, heart failure, coma, paralysis, death
Pertussis (<i>Whooping Cough</i>)* Contagious bacterial infection of the lungs and airway; spread through air and direct contact	Infection of the lungs (pneumonia), death; especially dangerous for babies
Tetanus (<i>Lockjaw</i>)* Bacterial infection of brain and nerves caused by spores found in soil and dust everywhere; spores enter the body through wounds or broken skin	Seizures, broken bones, difficulty breathing, death
Hib (<i>Haemophilus influenzae type b</i>) Contagious bacterial infection of the lungs, brain and spinal cord, or bloodstream; spread through air and direct contact	Depends on the part of the body infected, but can include brain damage, hearing loss, loss of arm or leg, death
Pneumococcal Bacterial infections of ears, sinuses, lungs, or bloodstream; spread through direct contact with respiratory droplets like saliva or mucus	Depends on the part of the body infected, but can include infection of the lungs (pneumonia), blood poisoning, infection of the lining of the brain and spinal cord, death
Polio Contagious viral infection of nerves and brain; spread through the mouth from stool on contaminated hands, food or liquid, and by air and direct contact	Paralysis, death
COVID-19 Contagious viral infection of the nose, throat, or lungs; may feel like a cold or flu. Spread through air and direct contact	Infection of the lungs (pneumonia); blood clots; liver, heart or kidney damage; long COVID; death
Influenza (<i>Flu</i>) Contagious viral infection of the nose, throat, and sometimes lungs; spread through air and direct contact	Infection of the lungs (pneumonia), sinus and ear infections, worsening of underlying heart or lung conditions, death
Measles (<i>Rubeola</i>)* Contagious viral infection that causes high fever, cough, red eyes, runny nose, and rash; spread through air and direct contact	Brain swelling, infection of the lungs (pneumonia), death
Mumps * Contagious viral infection that causes fever, tiredness, swollen cheeks, and tender swollen jaw; spread through air and direct contact	Brain swelling, painful and swollen testicles or ovaries, deafness, death
Rubella (<i>German Measles</i>)* Contagious viral infection that causes low-grade fever, sore throat, and rash; spread through air and direct contact	Very dangerous in pregnant women; can cause miscarriage or stillbirth, premature delivery, severe birth defects
Chickenpox (<i>Varicella</i>) Contagious viral infection that causes fever, headache, and an itchy, blistering rash; spread through air and direct contact	Infected sores, brain swelling, infection of the lungs (pneumonia), death
Hepatitis A Contagious viral infection of the liver; spread by contaminated food or drink or close contact with an infected person	Liver failure, death

***D**TaP protects against tetanus, diphtheria, and pertussis

***M**M_{MR} protects against measles, mumps, and rubella



SCREENING SERVICES DAY!



Scan with device
for Kindergarten
Information and
to sign-up for
screenings!

A day of SCREENING SERVICES
for all Grand Blanc Community
Schools incoming Kindergarten
and Young 5s students!

JUNE 16, 2026

**9:00 AM to 4:00 PM
at Cook Elementary**

4433 E. Cook Rd.
Grand Blanc, MI 48439

Available Services:

- Free Dental Screenings
- Free Vision Screening
- Free Hearing Screening
- Sign up for Free Brigrance Testing
- Immunizations by appt.
and Immunization Records

LOW AND
NO-COST
SCREENINGS!

Sign up at www.gbcs.org/kindergarten!

TRANSPORTATION DEPARTMENT

We are looking forward to transporting your child safely to and from school. Listed below are some important items that will help us transport your kindergarten students. We look forward to seeing you and your child this coming fall.



IDENTIFICATION TAGS - given by schools should be worn daily.

CROSSING - We teach students to cross only in front of the bus. Students will need to follow the driver's directions, wait for the driver's signal to cross, and then proceed to walk seven more steps in front of the school bus before crossing. We need your help as parents to reinforce this with your children.

NAME/BUS # - Parents should learn and teach their child the bus driver's name and bus #.

BE READY - Students should be ready and waiting at the bus stop five minutes before the bus is to arrive (rain or shine). The bus driver will not wait for students.

All Kindergarteners and Young Five students are picked up and dropped off at the established elementary stops.

To avoid confusion, it is Board Policy that your child be picked up and dropped off at the same location each day.

The bus drivers **will not** drop off your child without seeing a parent or guardian if your kindergarten student gets off at a stop on his/her own. If upper-grade student(s) also get off at that specific stop, your kindergarten student will be dropped off without seeing a parent or guardian. If a parent/guardian is not at the stop, the bus may take your student back to the school.

A representative will be present at Kindergarten Orientation to provide you with your student's transportation information. If you are unable to attend Orientation, feel free to call the Transportation Department at 810-591-8965.



DINING SERVICES

The mission of the Grand Blanc Dining Services team is to provide quality food services for the students and staff, giving them the nutritional energy to achieve their highest potential daily.

A nourished student is a learning student. Each day, students have an opportunity to participate in their school breakfast and lunch program that provides them with a balanced, nutritious meal that meets all federal nutrition guidelines.

On our district website (www.gbcs.org), go to the Dining Service page. Here you will find information such as menus, a dietary restrictions form, the Family Portal link, newsletters, employment links, the charge lunch policy, Nutrislice, and much more. The elementary menus include daily lunch and breakfast selections, school kitchen phone numbers, and fun promotions happening during lunchtime.

Students are automatically set up with a meal account linked to their student ID number. Parents can put money into their child's account at any time. At school, we accept cash, checks, and online payments through Family Portal, our online payment provider. *Family Portal* can be accessed by going to www.gbcs.org, then going to the Dining Service web page.

All Grand Blanc students attending in-person classes are eligible for one free breakfast and one free lunch per day. A la carte items such as milk, juice, water, and a variety of appropriately sized small snacks are available for purchase every day. We accept cash, checks, or payments from your *Family Portal Account*. Students who do not have funds for extra items at the time of purchase will not be allowed to charge these items.

Begin by creating your *Family Portal* account. After creating your account, add your students using their full student ID number. *Family Portal* provides useful information so you can stay informed about your student's meal account. Did we receive your deposit? How much money is in your child's account? What is your child eating each day? If you have questions about *Family Portal*, please call Kristin Keyes at (810) 591-6928.

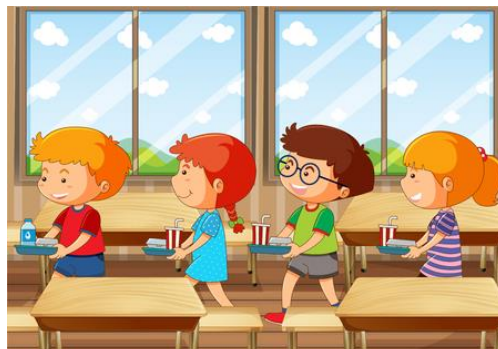
Grand Blanc Community Schools, in partnership with Chartwells, uses Nutrislice to publish the school menus to an interactive website and a free smartphone app! Parents and students can access the menus anywhere, anytime. Information on how to download this app can be found on the Dining Service web page.

Nutrislice features:

- **More information** about menu items, including a photo and description.
- Filter for common **food allergens** like nuts, wheat, and dairy
- A **translation** feature to translate your menus into several different languages.
- Access to nutrition information like **carb counts** and **calories** with just a few clicks.
- **Grandblanc.nutrislice.com**

Each household is asked to complete an **Education Benefits Form** prior to every new school year. Schools and households in Michigan rely on education benefits to receive additional services throughout the school year. These services include, but are not limited to, instructional support, non-instructional support (counseling, social work, health services, etc.), technology, summer EBT grocery benefits, and discounts on education, testing, and applications. Completing this form allows our district to continue to receive this funding.

Parents are asked to fill out this form during online registration each school year. If you need to fill out the EBF for the current school year, you can find the form on our dining services page at www.gbcs.org.





Children's Garden Online Registration for 2026-27 School Year

GRAND BLANC COMMUNITY SCHOOLS

Children's Garden PRESCHOOL & LATCHKEY

www.gbcs.org/cg • Find us on Facebook! • Email: childrensgarden@gbcs.org • Phone: 810-591-6083

HALF DAY PRESCHOOL

9:00 AM - 11:30 AM

2 Days Per Week	Tuesday & Thursday	\$145/4 wk session
3 Days Per Week	Monday, Wednesday & Friday	\$225/4 wk session
5 Days Per Week	Monday through Friday	\$370/4 wk session

FULL DAY PRESCHOOL

9:00 AM - 3:30 PM

2 Days Per Week	Tuesday & Thursday	\$345/4 wk session
3 Days Per Week	Monday, Wednesday & Friday	\$530/4 wk session
5 Days Per Week	Monday through Friday	\$875/4 wk session

HALF & FULL DAY PRESCHOOL FOR AGES 3 & 4

- **PRICES ARE PER 4 WEEK SESSION**
- Monday/Wednesday/Friday half or full days
- Tuesday/Thursday half or full days
- Monday through Friday half or full days
- Minimum of 2 days per week
- Extend their day with latchkey for an additional cost in the morning or afternoon - see below
- Family pricing is available - please inquire
- Must be bathroom independent & 3 by December 1st

**Space is limited!
Register early!**

AM LATCHKEY

6:30 AM - Start of School

2 Days Per Week	\$69/4 wk session
3 Days Per Week	\$104/4 wk session
4 Days Per Week	\$140/4 wk session
5 Days Per Week	\$174/4 wk session

PM LATCHKEY

Dismissal - 6:00 PM

2 Days Per Week	\$75/4 wk session
3 Days Per Week	\$112/4 wk session
4 Days Per Week	\$148/4 wk session
5 Days Per Week	\$184/4 wk session

EXTENDED PM LATCHKEY SCHOOL-AGE

(Bobcat Innovation/GSRP) Dismissal - 6:00 PM

2 Days Per Week	\$104/4 wk session
3 Days Per Week	\$155/4 wk session
4 Days Per Week	\$207/4 wk session
5 Days Per Week	\$258/4 wk session

PRESCHOOL & SCHOOL-AGE LATCHKEY GBCS STUDENTS Y5-5TH GRADE

- **PRICES ARE PER 4 WEEK SESSION**
- Minimum of 2 days per week
- On site at Anderson/McGrath, Cook/Mason, Perry and Reid. Brendel, Indian Hill and Myers are bussed to/from Perry Center. Those students must be picked up/dropped off at Perry
- Family pricing is available - please inquire
- PM Latchkey includes a snack



\$60 non-refundable registration fee (\$30 ea. additional child) required for all programs.

Go to www.gbcs.org/cg to register starting March 2nd at 9am!

Grand Blanc Community Schools

KINDERGARTEN ORIENTATION AND TEDDY BEAR BUS RIDE



Wednesday, August 12, 2026

5:30 to 7:00 PM

**Myers, Indian Hill, Cook,
Brendel, Anderson & Reid**

- Fun activities for parents and children
- Registration opportunity for parents who have not enrolled their child.
- Information on the Latchkey program
- Find out your child's transportation information.
- Teddy bear bus ride

More Information to come!

**Don't wait until the last minute to register
your child for school!**

WHAT IS A STUDENT LIAISON?

Every elementary school in the Grand Blanc Community School District employs a Student Liaison. The purpose of the Student Liaison position is to build a bridge between home and school. The Student Liaison addresses the needs of all general education students at the school. They help facilitate support groups and provide assistance with development and behavior of children at school and home.

For example, a student at school may not be “thriving” for a variety of reasons. At home, there may be a divorce, a new sibling, financial problems, a recent move or transfer into the area, or medical concerns. At school, there may be learning difficulties, peer problems, self-esteem issues, attendance problems or difficulty making transitions from one classroom teacher to the next. For the child, he/she may need help with social skills, conflict resolution techniques, or self-discipline. Your Student Liaison can assist with all of these areas.

Each school’s liaison has information available in the form of books and/or articles on these issues that our children face in childhood. In addition, ideas about discipline at home and parenting are available. Workshops, such as Parent University or 5th Grade Transition, are sometimes offered throughout the year. At school, support groups are provided for kids going through separation or divorce. The Student Liaison teaches conflict resolution techniques in the classrooms. The Student Liaison can direct you to outside agencies, if necessary, that may be able to offer further assistance with your specific problem.

The Student Liaison is available to make home visits to talk with parents about their children and the problems they are experiencing. Often, kids are met one-on-one to discuss their concerns and provide support and guidance. The goal is to help children at home and at school get on the right track toward success.

PARTNERSHIP

When parents and families get personally involved in education, their children do better in school and grow up to be more successful in life. Sounds like common sense, doesn't it?

Yet, parental involvement is one of the most overlooked aspects of American education today. The fact is, many parents don't realize how important it is to get involved in their children's learning. As one parent said, when they began to read to their child every day, they discovered it improved their learning. Other parents would like to be involved but have trouble finding the time.

All parents and family members should try to find the time and make the effort because research shows that when families get involved, their children

- Get better grades and test scores.
- Graduate from high school at higher rates.
- Are more likely to go on to higher education.
- Are better behaved and have more positive attitudes.

WHAT IS "FAMILY INVOLVEMENT IN EDUCATION?"

It's a lot of different types of activities. Some families may have the time to get involved in many ways. Others may only have the time for one or two activities. But whatever your level of involvement, remember: If you get involved and stay involved, you can make a world of difference.

Family involvement in education can mean:

- Reading a bedtime story to your child
- Checking homework every night
- Getting involved in PTO/partnership.
- Discussing your children's progress with teachers
- Voting in school board elections
- Helping your school set challenging academic standards.
- Limiting TV viewing on school nights
- Getting personally involved in governing your school.
- Becoming an advocate for better education in your community or state
- Insisting on high standards of behavior for children



Family involvement can be as simple as asking your children, “How was school today?” But ask every day. That will send your children the clear message that their schoolwork is important to you and that you expect them to learn.

Many parents across the country believe that they are not devoting enough time to their children’s education. Schools say that increasing parental involvement in education should be the number one priority for public education in the next few years.

The six keys to successful school, family, and community involvement are Partnership, Communicating, Volunteering, Learning At Home, Decision Making, and Collaborating with the Community.

GETTING READY FOR SCHOOL

Parents need to understand that every child is an individual and that not all children behave alike. Some children reach the customary stages of development at the appropriate time, while others may experience them sooner or much later. The following are typical behaviors a five-year-old might exhibit.

MOST FIVE-YEAR-OLDS:

- ☺ share with others
- ☺ are able to make friends with children and enjoy participating in games.
- ☺ love being read to and talked to by adults.
- ☺ are able to request help with a frustrating or difficult activity.
- ☺ are able to dress and clean themselves.
- ☺ are curious and eager to please parents and teachers.
- ☺ find it difficult, at times, to admit wrongdoing.
- ☺ complain of aching heads, stomachs, ears, faces, or feet when overexcited.

The following points should be considered as your child prepares to begin their school experience.

A CHILD SHOULD:

- Be able to be away from parents for periods of time without getting panicky. If they can't, now is the time to let your child stay with their grandparents or spend the afternoon with a trusted friend.
- Assume some responsibility for themselves and for a few chores around the house.
- Show an interest in and play with other children cooperatively.
- Know their first and last name and address and be willing to give it when asked.
- Be able to dress and care for themselves. Don't forget that a kindergarten teacher may be responsible for 26 children during the day. That's 26 top buttons to button and 52 mittens to put on.
- Be able to listen, follow directions, and complete simple tasks.
- Be able to enter into activities and enjoy them.
- Show a desire to experiment with materials such as paints, clay, sand, and paper and to make things from these materials.
- Participate willingly in new experiences (e.g., scissor cutting, painting, and body movements) and exhibit perseverance with new tasks.
- Show pride in efforts well done.
- Be able to express thoughts fairly well and speak in complete sentences.
- Be attentive when listening to a story.
- Respond with appropriate comments after a story or during general discussion.
- Understand concepts such as in/out, up/down, big/little, over/under, same/different, left/right, and before/after.

WHAT ACTIVITIES CAN YOU PRACTICE AT HOME TO HELP PREPARE YOUR CHILD FOR KINDERGARTEN?

- Count out loud to 100 by 1's and 10's
- Count groups of objects
- Point to numbers and say their names
- Teach your child colors and shapes
- Touch and say letters of the alphabet; match them with the sounds they make
- Read books every day
 - Have your child help you read books with simple words.
 - Say, "Point to the word 'go'," "Can you find the letter 'F' on the page?"
 - Ask your child to tell you what the story was about when you are finished reading.
- Make up silly songs with rhyming words
- Give them scissors and paper to cut; monitor for proper scissor grip
- Hold a pencil with an appropriate grip to form letters and numbers
- Practice recognizing and writing their name
 - Cut apart letters of the child's name, mix up the letters, and place them back together in order.
- Trace letters, shapes, and numbers
- Give them chores and responsibilities to help with at home
- Let your child learn to zip coats, fasten buttons, tie shoelaces, and put on outdoor gear on their own
- Have conversations; ask and answer questions
- Color in the lines of pictures
- Make learning fun!



SEVEN READINESS SKILLS

1 ENTHUSIASM TOWARD LEARNING

Does your child approach learning enthusiastically? Is your child eager to explore and discover? Do they ask questions, take initiative, and persist when tasks are difficult?

Parents can set aside a little time each day to investigate the world with their preschooler and answer those endless questions. As you drive or walk along in the park, point out your child's surroundings – the different trees or the various birds at the feeder. Demonstrate how things work. You'll help your child develop beginning science skills—the ability to form a hypothesis, test it out, and come up with new questions and theories. The more kids notice, the more curious they'll become. Kindergarten builds on that curiosity.

2 SOLID ORAL-LANGUAGE SKILLS

Children need a wide background knowledge about their world and the words to go with it. You can help build language skills by taking your child to many new places and giving them words and descriptions for what they are seeing. At the zoo, explain, "There's a tiger. See how the tiger has stripes and looks different from the lion?" These experiences have a huge impact on literacy. If you're reading a book about zoo animals and it says, 'Look at the tiger,' and you can't tell the difference between a lion and a tiger, then you won't have the background knowledge to help you tackle the word. When children come to words that they don't know, they won't be able to make a good guess because it isn't in their vocabulary.

Research shows that one of the best predictors of later reading success is a well-developed oral vocabulary in kindergarten. Pre-Kindergarten students are learning vocabulary at the rate of five to six words a day. It's just amazing how they will retain words if you use them several times in context and conversation.



3 THE ABILITY TO LISTEN

Children's literature is a rich resource for expanding language. As educators, we expect parents to be reading to kids every day. Fostering vocabulary and comprehension, reading develops the attention skills necessary in a Kindergarten classroom. Listening is a key part of school behavior. Students must be able to concentrate on what the teacher is saying, listen carefully for directions, and tune in to the sounds in letter and words. The more animated you are as you read, the better you'll focus your child's attention on what they are hearing. Use different voices for the characters. Promote critical thinking by asking questions like, "Why do you think that happened?" and "How would you feel if that happened to you?" and "What do you think will happen next?" Engage your child by inviting them to clap or stomp when they hear a rhyming word and letting them finish sentences in familiar stories. Books with rhyme and repetitive refrains (like those by Mother Goose and Dr. Seuss) help kids predict what's coming and detect consonant sounds at the beginning and end of words, which fosters phonemic awareness—the ability to hear and break down the subtle sounds in words. Your child won't be able to read the word "cat" until they understand that it actually has three sounds: "cuh," "ah," and "tuh." Singing fosters pre-reading skills, too. Take turns substituting new sounds in nursery rhymes and songs.

4 THE DESIRE TO BE INDEPENDENT

Encouraging self-help skills is an essential step to preparing your child for kindergarten. Many kids come to kindergarten not knowing how to hang up a jacket. It might be quicker for you to do it, but independence is critical for helping your child adjust to school. Some children are so dependent on their parents that they expect the teacher to do these things for them. Teachers expect children to:

- Get coats on and off and hang them up.
- Follow simple two-step instructions such as "take off your boots and put on your tennis shoes."
- Go to the bathroom and wash their hands.
- Blow their nose and cover their mouth when they cough.
- Fasten and unfasten simple buttons and snaps.
- Eat neatly and pour into a cup.
- Open a juice box and get the straw in



5

THE ABILITY TO PLAY WELL WITH OTHERS

Your child will need your assistance refining essential social skills such as sharing, compromising, turn-taking, and problem-solving. Children are naturally egocentric at this age, and we don't expect them to be able to share everything. But by the time they reach Kindergarten, they should be able to express their feelings in words and begin to understand that two people can use the same thing at the same time.

If you and your child are building with blocks and your child reaches for one you're using, you first encourage your child to ask, "May I have the block?" Then model sharing by saying something like, "I'm glad to share my block with you." When you notice your child sharing with others, celebrate it by saying, "I'm so proud of you. It's really hard to share your favorite toy, but you were able to do it. Good for you!"

On playdates and park outings, stay within earshot so you can help kids' problem-solve when conflict arises. If your child gets in a power struggle over a toy and can't seem to work it out, step in and say, "It looks like we're having a problem here. What can we do about it?" Encourage them to come up with possible solutions and offer your own suggestions, if necessary. Help kids understand others' feelings. Students need to know when a friend is sad by looking at their face and seeing that their mouth is frowning, or their eyes are crying. This nurtures compassion and empathy.



6

STRONG FINE-MOTOR SKILLS

Your child's hands must be strong enough to master coloring, cutting, pasting, and holding a pencil—fine-motor tasks that kids use every day in kindergarten. By week one, Kindergarten students are already writing a letter of the alphabet. If kids can't hold the pencil correctly, they will fall behind. To hold a pencil correctly, kids need to develop the small muscles in their palms and fingers. One suggestion is to give your child a pipe cleaner and some Cheerios (or similar, colorful cereal) to make bracelets. It requires them to pinch with their fingers, the same motion needed for grasping a pencil. Or ask your preschooler to mist your houseplants with a spray bottle, an activity that boosts both writing and scissor skills. Scribbling in clay with fingers is a fun alternative to doing it on paper and is especially helpful for children who are resistant to writing and drawing. A child can practice cutting the clay into small strips, too.

Offer writing utensils in a variety of sizes and shapes. Some people think that fat pencils are easier to hold, but that's not always true. For a child with weak hands, a smaller, shorter pencil might be easier to manage.



7

BASIC LETTER AND NUMBER RECOGNITION

Kindergarten teachers believe that it is their responsibility to teach kids letter sounds and how to write, but they do hope incoming students can recognize most letters by sight. They also hope children can count to 10, identify numbers 1 to 5, and know some shapes and colors.

Teachers don't want you to quiz your child or use workbooks, flashcards, or phonics kits. So much learning can happen without quizzing or sitting down with a pencil. The lessons unfold naturally as you and your child sort Legos by color or shape. Your child practices counting while pretending to hand out a small item or builds letter recognition while scrambling alphabet magnets on the fridge.

Every outing is a spontaneous opportunity to learn. Play guessing games like "I spy with my little eye something with the number 3." Teach by "immersion" and show kids how letters are all around us. Say, "See that sign, that spells Target. Let's spell it together. T-A-R-G-E-T." Point out objects that contain the letters in your child's name. Most importantly, always keep the focus on fun. Relax and enjoy your child. Read, play, and go places. And talk the whole time you're doing it!

KINDERGARTEN QUESTIONS AND ANSWERS

1Q. If my child will not be five years of age before the September 1st date, can still enroll my child?

A. If your child is not eligible for enrollment with a birthday on or before September 1, 2026, but they will be five years old by December 1st of that school year, the child's parent or legal guardian can enroll their child in school and must sign a waiver (located in your enrollment information).

2Q. Is there a deadline for enrolling my child?

A. The sooner you enroll your child, the better it is for the district to plan for the upcoming school year. Online registration begins Tuesday, Feb. 24, 2026.

3Q. Do I have to have everything to start enrollment?

A. No, but you must have the birth certificate and main proof of residency (property tax statement or lease with all occupants listed).

4Q. Can I enroll my child for kindergarten without their physical or up-to-date immunizations?

A. Yes. The physical form can be turned in at any time before the first day of school. Your enrollment can be complete without this form, but it must be submitted before the first day of school. [All required immunizations, however, must be up to date and submitted to the school office for enrollment to be considered complete.](#) Students without updated immunizations have 30 days to submit their completed immunization record or waiver to the school office.

5Q. Will my child have gym and music instruction?

A. Currently, kindergarten and Young Five students receive, on a rotating basis physical education or music instruction for 30 minutes every day.

6Q. Can I decide if I want my child in Young Fives or does the school decide this?

A. A parent **cannot** enroll their child into the Young Fives Program. All children are registered as kindergarteners until testing takes place. Students are placed in Young Fives based on a combination of their Brigance score, birth date, and parent choice. Late fall birthdates will be given priority. On the Kindergarten Program Choice form, you would indicate that you prefer that your child be placed in Young Fives, but also indicate your second choice if they do not qualify.

7Q. Can I go in with my child during the Brigance screening?

A. We like to see the children interact and complete the assessment without their parents. Sometimes, if a child has a problem separating, we ask the parent to come in.

8Q. What does my child need to know and be able to do before they come to kindergarten?

A. In the kindergarten information packet, you will find a list of skills that your child should be familiar with before starting kindergarten. Also included in the packet is a copy of the kindergarten report card and a brief overview of the curriculum.

9Q. How much time will my child have at lunch/recess?

A. Kindergarten students receive 40 minutes of lunch/recess daily. The classroom teacher determines an extra recess. Please be sure your child is dressed appropriately for outdoor recess.

10Q. Will each school have some orientation activity before school starts so my child can meet the teacher?

A. Yes, you will be notified by mail when this will be.

11Q. How does bus transportation work?

- A.** Kindergarten students are picked up and dropped off at the established elementary stops. A representative from our Transportation Department will be present at Kindergarten Orientation to provide you with your student's transportation information. To ensure your child's safety, please be sure they wear their bus identification tag **daily**, as well as work with your child to remember their bus number(s). To avoid confusion, it is Board Policy that your child be picked up at the same location daily and dropped off at the same location daily.

REGISTRATION LINK

All incoming Kindergarteners and Young 5's students must enroll in the district through the online registration process. The registration links are available on the Grand Blanc Community Schools website at <http://www.gbcs.org>. Please click the K-12 Online Registration link at the top of the main GBCS webpage for more information.

<https://www.gbcs.org/for-parents/online-registrationenrollment>

REGISTRATION QUESTIONS

1Q. What grade should I pick if I am registering my student for the Young Fives program?

- A.** When selecting from the drop-down in parent Vue, please select **DK** for Young 5's. The grade 5Y is for our high school students.

2Q. What documents do I need to give the school to register my student(s)?

- A.** Birth Certificate, 1 Main Proof of Residency (Twp or City Taxes, Affidavit of property transfer) 2 secondary proofs of residency (Consumers, Phone or cable bill, Summer or winter taxes if not provided for the main proof, income tax, or state paperwork), Health Appraisal, Hearing & Vision screening, Dental screening and update immunization record or waiver.

3Q. Can I submit my documents electronically or in person?

A. Yes, you can submit them electronically when you enroll your student in Parent Vue. Once you submit your student's registration, you cannot make changes without submitting a new registration. You then would need to hand-deliver or email your documents to your student's school. Delivering your documents in person is always an option. Please contact your student's school to obtain the correct email address and the times you can submit paperwork.

4Q. Do I create a new parent Vue account for my incoming Young 5s/Kindergartener if I already have students who attend GBCS?

A. No, you would add your new student to your current ParentVue account. They would be considered new students, and your currently enrolled students would be considered returning students.

5Q. How do I know which building my child would attend?

A. Each building has a designated home school boundary line within the Grand Blanc Schools. When you register your student, the system will determine which building your address is within the district. You will be given your home school building to choose from at the end of your students' registration. You will also be given the option of Bobcat Virtual, our Virtual program for parents who prefer their students to attend school virtually. Please choose your home building if you would like your students to attend in person.

6Q. Who can I contact if I don't remember my Parent Vue login or if I'm not sure whether I already have an account?

A. Please contact our district's Child Accounting department at 810-591-6009 or 810-591-6021. They can help you determine whether you have an account and provide your account details.

Please feel free to contact your home building or our child accounting department with any questions you may have.

