EVERYTHING YOU NEED TO KNOW ABOUT...

- 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

www.gbscs.org/kindergarten
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 Jolene Kruse, Deputy Superintendent or Scott Turnbow, 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 Dana Turnbow, 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
### 2024-2025

<table>
<thead>
<tr>
<th>Location</th>
<th>Principal</th>
<th>Teachers</th>
<th>Student Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson</td>
<td>Sarah Courneya, Andrea Floyd, Asst. Principal</td>
<td>Chloe Bullock, Rochelle Carr, Janae Howd, Annalisa Kiser, Suzy Yates</td>
<td>LeTia Lewis</td>
</tr>
<tr>
<td></td>
<td>Secretary: Jody Nickola</td>
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<tr>
<td>Brendel</td>
<td>Duane Engleman, Secretary: Nicole Brown</td>
<td>Carol Arends, Jana Forgach, Tiffany Nardizzi, Emilee Pinkston</td>
<td>Kristin Leppen</td>
</tr>
<tr>
<td>Indian Hill</td>
<td>Tim Stein, Secretary: Andria Tyckocki</td>
<td>Rachel Brown, Bethany Good, Lisa Larsen</td>
<td>Nick Thomas</td>
</tr>
<tr>
<td>Myers</td>
<td>Betsy Kato, Secretary: Rochelle Boehnke</td>
<td>Robin Ballard, Amy Johnston, Jen Roman, Wendy Sheridan</td>
<td>Izabela Nowakowska</td>
</tr>
<tr>
<td>Reid</td>
<td>Jamie Wagner, Secretary: Jillian Campbell</td>
<td>Carrie Hatfield, Kristina McCarron, Tricia Stuck, Neely Thompson</td>
<td>Doreace Martin</td>
</tr>
</tbody>
</table>

### Other Program Personnel
- Children’s Garden Director – Brandi Anderson (591-6083)
- Transportation Director – Adam Raczka (591-8965)
- Food Service Director – Karen Smith (591-6928)
- Parents As Teachers - Elizabeth Themm (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 2024-25 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, 2024 (Section 6(4)(I)(iii).

Districts can make recommendations to the child’s parent or legal guardian, as to 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, 2024.
**KINDERGARTEN OPTIONS**  
**2024-2025**

**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.  New as of 2022-23 school year, Tech Ex is offered daily for a 25-minute period.  Full day kindergarten programs will be offered in ALL kindergarten buildings based upon 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 which focuses on problem-solving and conceptual knowledge across learning domains through exploration in a nurturing environment respecting 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.  Tech Ex is offered daily for a 25-minute period.

This program uses the Montessori approach, which is an education philosophy and practice that fosters rigorous, self-motivated growth for children in all areas of their development, with a goal of nurturing 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 takes place in an environment based on a child’s natural inclination of active learning.

The goal of the Developmental Approach is to provide a foundation upon which children can build a positive self image and express themselves successfully in a variety of active learning experiences.

Developmentally appropriate programs are flexible in their expectations about when and how children will acquire certain 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 seat work.

The components of our Developmental Approach Educational Program are described in terms of what is appropriate and inappropriate for young children and is 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

2024-25

If you are not able to have your child tested at your home school, below are other dates and locations that are available. Please plan to sign up at the time of enrollment.

- Friday, April 19, 2024 @ Indian Hill 591-4100
- Wednesday, April 24, 2024 @ Brendel 591-6137
- Thursday, April 25, 2024 @ Reid 591-7121
- Friday, May 3, 2024 @ Cook 591-7910
- Wednesday, May 8, 2024 @ Anderson 591-5829
- Thursday, May 9, 2024 @ Myers 591-3000
Cook Elementary School  
Report Card  
Kindergarten, 2022-23

| Reading | | | | |
| --- | --- | --- | --- | |
| With prompting, retells narrative text with setting, character themes, and events | P | P | | |
| Distinguishes between fiction and non fiction | P | P | P | |
| Reads independently (DRA June Target = 4-6) | P | P | | |
| Phonemic Awareness | | | | |
| Hears and produces rhymes | S | S | S | S |
| Alphabet Knowledge | | | | |
| Identifies capital letters A B C D E F G H I J K L M N O P Q R S T U V W X Y Z All | S | S | S | S |
| Identifies lowercase letters a b c d e f g h i j k l m n o p q r s t u v w x y z all | P | S | P | S |
| Recognizes sight words; am, at, can, go, is, me, my, see, the, to, up, we, and, do, got, had, has, he, his, in, it, like, look, on, are, come, did, for, got, have, here, him, of, play, said, she, will, you, cat, dog All | P | P | S | S |
| Writing | | | | |
| Expresses Ideas: Expresses Ideas clearly in a variety of ways (informational, opinion, narrative, etc.) | N | P | P | P |
| Content/Ideas: Develops the topic with details in writing that support the main idea | P | P | P | |
| Conventions: Uses phonetic spelling, punctuation, high frequency words, spacing, capitalizes first letter in a sentence and "I" | P | P | P | |
| Word Study | | | | |
| Use strategies to spell unknown words | S | S | | |
| Fine Motor Development | | | | |
| Exhibits fine motor skills (cutting, coloring, etc.) | P | P | P | P |
| Forms numbers and letters correctly and legibly | P | P | P | P |
| Demonstrates printing skills (size, spacing, printing on line) | P | P | P | P |
| Listening | | | | |
| Follows one and two step directions | P | P | P | P |
| Listens and remains focused when others are speaking (looks at speaker, is attentive) | P | P | S | |
| Speaking | | | | |
| Clearly shares ideas with peers and adults | P | P | P | S |
| Remains focused on subject area | P | P | P | | |
| Work Habits & Personal Development | | | | |
| Functions as a contributing group member | P | P | P | S |
| Demonstrates respect for self and others | P | S | S | S |
| Develops positive attitude toward learning | P | P | P | | |
| Practices self-control | P | S | S | S |
| Follows school and classroom rules | P | S | S | S |
| Works independently | P | P | P | S |
| Uses time effectively and efficiently | P | P | P | | |
| Strives for quality work | P | P | P | | |

**Grade Key**

- **S** Secure in skill; Advanced - above and beyond  
- **P** Progressing as expected  
- **N** Needs more practice at home and school  
- **A** Area of concern, performing below grade level  

**Blank** Not assessed at this time

For student attendance please visit:  
http://tinyurl.com/gbpvue
### Math

**Counting & Cardinality**
- Counts to 100 by 1s: P S S S
- Counts to 100 by 10s: P S S S
- Identifies numerals 0-20; 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 All: P S S S
- Writes numbers from 0 to 20; 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 All: P S S S
- Orders numbers to 20: S S S
- Counts to tell the number of objects (up to 20): P S S S
- Compares numbers between 1 and 10: S S
- Compares groups of objects using mathematical vocabulary (greater than, less than, and equal to): S S S

**Operations & Algebraic Thinking**
- Understands addition as putting together and adding (up to 10): S S
- Understands subtraction as taking apart and taking from (up to 10): S S

**Number & Operations in Base Ten**
- Builds and breaks apart the numbers 11 to 19 to gain foundations to place value (tens and ones): S

**Measurement & Data**
- Describes and compares measurable attributes such as length and weight: S S

**Geometry**
- Identifies and describes two-dimensional shapes (squares, circles, triangles, rectangles, and hexagons): P S S S
- Identifies and describes three-dimensional shapes (cubes, cones, cylinders, and spheres): P S
- Describes relative positions of objects in the environment using terms such as above, in front of, behind, and next to: S S S

**Other**
- Other

### Science

**Needs of Plants and Animals**
- P

**Pushes and Pulls**
- P

**Sunlight and Weather**
- P

### Social Studies

**Demonstrates basic knowledge of unit concepts**
- P P P S

### Physical Education

**Personal/Social: Appropriate Behavior/Effort**
- 3 3 3 3

- 3 3 3 3

**Non-Locomotor Skills: Balancing, Bending, Rocking, Rolling, Swinging, Jumping and landing in isolated areas**
- 3 3 3 3

**Spatial Awareness: Directions, Levels, Pathways, Extensions, Time, Body Parts, etc.**
- 3 3 3

**Manipulative Skills: Rolling a ball, Underhand throw**
- 3 3

**Content Knowledge**
- 3 3 3 3

### Visual Arts K-5

**Art K-5**
- 3 3

### Music
<table>
<thead>
<tr>
<th>Activity</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of musical concepts (melody, harmony,</td>
<td>3</td>
</tr>
<tr>
<td>rhythm, form, tone, color, dynamics)</td>
<td>3</td>
</tr>
<tr>
<td>Participate appropriately (singing, playing, moving, listening, creating)</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates a cooperative attitude</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates good listening skills and observes classroom rules</td>
<td>3</td>
</tr>
</tbody>
</table>

**Technology Exploration (K-5)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keyboarding Proficiency</td>
<td>2</td>
</tr>
<tr>
<td>Understands Computer Science Concepts</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates Digital Literacy</td>
<td>3</td>
</tr>
<tr>
<td>Applies Digital Citizenship</td>
<td>3</td>
</tr>
</tbody>
</table>
### Listening
- Listens attentively: P P P S
- Listens to and follows two step directions: P P P S

### Speaking
- Speaks clearly and can be understood: P P P S
- Speaks in a complete sentence: P P P S
- Maintains topic of discussion: P P P S
- Expresses needs appropriately: P P P S
- Clearly shares ideas with peers and adults: P P P S
- Verbally participates in a variety of classroom activities: P P P S

### Writing
- Tells a focused story through oral or written language: P P P S
- Uses pictures to express thoughts: P P P P
- Uses letters and/or words to express thoughts: P P

### Reading
- Recognizes name: P S S S
- Recognizes and identifies environmental print: P S S S
- Develops pre-reading behaviors (directionality, book handling, pretend reading): P P

### Phonemic Awareness
- Hears and produces rhymes: N P P P

### Alphabet Knowledge
- Identifies capital letters: ABCDEFGHIJKLMNOPQRSTUVWXYZ
- Identifies lower case letters: abcdefghijklmnpqrstuvwxyz
- Letter Sounds: ABCDEFGHIJKLMNOPQRSTUVWXYZ
- Distinguishes between letters and numbers: P P P P

### Mathematical Thinking
- Counts orally to 30; 012345678910: P P P P
- 11 12 13 14 15 16 17 18 19 20 21 22 23:
- 24 25 26 27 28 29 30 All:
- Recognizes numbers to 10; 012345678910 All:
- Orders numbers to 10: P P P
- Writes numbers to 10; 012345678910 All:
- Matches sets to numbers 1-10: P P P
- Counts objects accurately (one-to-one correspondence): P P
- Identifies basic shapes: S S P S
- Sorts and categorizes: P P P

### Grade Key
- S: Secure in skill; Advanced - above and beyond
- P: Progressing as expected
- N: Needs more practice at home and school
- A: Area of concern, performing
- C: below grade level

- 3: Well developed at this time (able to perform skill without assistance)
- 2: Developing skill as expected (able to perform skill with minimal assistance)
- 1: Further development required (teacher guidance necessary to perform skill)

**Blank** Not assessed at this time

For student attendance please visit: http://tinyurl.com/gbpvue
<table>
<thead>
<tr>
<th>Category</th>
<th>Performance</th>
<th>Progress</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates and describes simple patterns</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Extends simple patterns</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
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<tr>
<td>Needs of Plants and Animals</td>
<td>P</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>Pushes and Pulls</td>
<td>P</td>
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<tr>
<td>Sunlight and Weather</td>
<td>P</td>
<td>P</td>
<td>S</td>
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<tr>
<td><strong>Conceptual Understanding</strong></td>
<td></td>
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<tr>
<td>Identifies colors</td>
<td>S</td>
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<td>S</td>
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<tr>
<td>Quickly names and labels pictures and objects</td>
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<td>P</td>
<td>S</td>
</tr>
<tr>
<td>Uses position words</td>
<td>P</td>
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<td>P</td>
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<tr>
<td><strong>Fine Motor Development</strong></td>
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<tr>
<td>Holds writing tools with appropriate control and strength</td>
<td>P</td>
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<td>P</td>
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<tr>
<td>Colors and draws with control</td>
<td>P</td>
<td>P</td>
<td>S</td>
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<tr>
<td>Holds scissors properly</td>
<td>P</td>
<td>P</td>
<td>S</td>
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<tr>
<td>Cuts with control</td>
<td>P</td>
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<td>S</td>
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<tr>
<td>Prints first name legibly (1s: capital, rest lowercase)</td>
<td>P</td>
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<tr>
<td>Begins to accurately form some letters and numbers</td>
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<tr>
<td><strong>Social Development</strong></td>
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<tr>
<td>Respects the rights of others and their property</td>
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<tr>
<td>Demonstrates self control</td>
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<td>S</td>
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<tr>
<td>Works and plays cooperatively with others</td>
<td>P</td>
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<td>S</td>
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<tr>
<td>Adjusts to new situations</td>
<td>P</td>
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<tr>
<td><strong>Work Habits</strong></td>
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<tr>
<td>Follows rules, directions, and routines</td>
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<tr>
<td>Initiates and works independently</td>
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<tr>
<td>Organizes work</td>
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<td>Sustains and completes work</td>
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<tr>
<td>Cleans up and takes care of materials</td>
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<tr>
<td><strong>Physical Education</strong></td>
<td></td>
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<tr>
<td>Personal/Social: Appropriate Behavior/Effort</td>
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<td>Participate appropriately (singing, playing, moving, listening, creating)</td>
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<tr>
<td>Description</td>
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<tr>
<td>Locomotor Skills: Walk, Jog, Run, Hop, Hor, Jump, Vert. Jump, Gallop, Slide, Skip &amp; Leap</td>
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SCREENINGS FOR KINDERGARTEN

VISION / HEARING

The 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 testing site information (810-257-3612). Another alternative would be to call your elementary secretary for information regarding vision/hearing screenings.

DENTAL

Michigan has a new law which requires children entering kindergarten to have a dental oral assessment by October 31st (KOHA – Kindergarten Oral Health Assessment).
Have You Heard?

Michigan passed a law to give children the opportunity to receive a dental screening before they enter kindergarten.

A healthy mouth is important. **Dental problems can prevent children from doing well in school.** Children should have a dental screening before starting school so that any problems can be fixed and they start school ready to learn.

**Cavities are common.** Tooth decay (cavities) is the most common chronic disease in children.

**Cavities can cause pain.** Pain can make it hard for children to pay attention in school, prevent them from eating well, and keep them awake at night. All of this can all affect their ability to learn.

**Dental problems affect attendance and grades.** Children with dental problems miss more school than children with good dental health.

### Facts About Kindergarten Dental Screening

1. **It's easy to get your child screened.** The school should give you a screening form to take to your dentist or the local health department to get the screening done. If the school has a registration event, you may be able to have the screening done there.

2. **Screening is free.** There is no cost if the local health department does the screening. Check with the school to see if it will have a registration event and if dental staff from the health department will be there or call the health department to check when and where they are screening.

3. **Screening is simple and fast.** A dental provider will look into your child’s open mouth and note what they see on the screening form. They will give you a copy of the competed form with results, and they will let you know if your child needs to see a dentist.

4. **Help is available.** The local health department can help you find a dentist if you don’t have one. Your child may be able to enroll in the Michigan Healthy Kids Dental Program if they don’t have insurance. For information about Healthy Kids Dental, visit: [www.michigan.gov/mdhhs/assistance-programs/healthcare/childrenteens/hkdental](http://www.michigan.gov/mdhhs/assistance-programs/healthcare/childrenteens/hkdental)
How will my child benefit from having a dental screening?
Dental problems can cause pain and make it difficult for children pay attention in school, prevent them from eating and sleeping well, and can even affect their ability to speak. All of this can affect a child’s ability to learn and do well in school. Children benefit from having a dental screening before starting school to check for any dental problems that need to be fixed so that your child starts school ready to learn.

How can I get the screening done?
The school should give you a screening form. You can take this form to your dentist to get the screening done. The local health department can also do the screening. **The screening is free if it’s done by the local health department.** Check with the school to see if it will have a registration event and if dental staff from the health department will be there or check with the health department for their screening schedule.

Do my older children need a screening too?
The dental screening law is only for children entering kindergarten, but it is highly recommended that all children see a dentist at least once a year.

What if I don’t have a dentist or I can’t afford one?
The local health department can provide you with a list of dental providers in your area. Check the Michigan Oral Health Directory for a list of low- and no-cost dental providers by county: [https://www.michigan.gov/mdhhs/adult-child-serv/childrenfamilies/familyhealth/oralhealth](https://www.michigan.gov/mdhhs/adult-child-serv/childrenfamilies/familyhealth/oralhealth). If your child does not have dental insurance, they may be eligible for the Michigan Healthy Kids Dental Program: [www.michigan.gov/mdhhs/assistance-programs/healthcare/childrenteens/hkdental](http://www.michigan.gov/mdhhs/assistance-programs/healthcare/childrenteens/hkdental)
IMMUNIZATIONS

Listed on the following page are 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/or 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) verifying a medical reason that prevents the child from receiving a specific immunization(s) for a specific period of time.

For more information, please visit the Genesee County Health Departments website at https://www.geneseecountymi.gov/departments/health_department/clinics/immunizations.php
# 2023 Recommended Immunizations for Children from Birth Through 6 Years Old

<table>
<thead>
<tr>
<th>VACCINE</th>
<th>Birth</th>
<th>1 MONTH</th>
<th>2 MONTHS</th>
<th>4 MONTHS</th>
<th>6 MONTHS</th>
<th>12 MONTHS</th>
<th>15 MONTHS</th>
<th>18 MONTHS</th>
<th>19–23 MONTHS</th>
<th>2–3 YEARS</th>
<th>4–6 YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HepB Hepatitis B</td>
<td>HepB</td>
<td>HepB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RV* Rotavirus</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DTaP Diphtheria, Pertussis, &amp; Tetanus</td>
<td>DTaP</td>
<td>DTaP</td>
<td>DTaP</td>
<td>DTaP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hib* Haemophilus influenzae type b</td>
<td>Hib</td>
<td>Hib</td>
<td>Hib*</td>
<td>Hib</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PCV13, PCV15 Pneumococcal disease</td>
<td>PCV</td>
<td>PCV</td>
<td>PCV</td>
<td>PCV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IPV Polio</td>
<td>IPV</td>
<td>IPV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COVID-19** Coronavirus disease 2019</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Flu† Influenza</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMR Measles, Mumps, &amp; Rubella</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Varicella Chickenpox</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>HepA* Hepatitis A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**FOOTNOTES**
- RV*: Administering a third dose at age 6 months depends on the brand of Hib or rotavirus vaccine used for previous dose.
- COVID-19**: Number of doses recommended depends on your child’s age and type of COVID-19 vaccine used.
- Flu†: Two doses given at least 4 weeks apart are recommended for children age 6 months through 6 years of age who are getting an influenza (flu) vaccine for the first time and for some other children in this age group.
- HepA*: Two doses of Hep A vaccine are needed for lasting protection. The 2 doses should be given at least 6 months apart. Children 2 years and older who have not received 2 doses of Hep A should complete the series.

**ADDITIONAL INFORMATION**
1. If your child misses a shot recommended for their age, talk to your child’s doctor as soon as possible to see when the missed shot can be given.
2. If your child has any medical conditions that put them at risk for infection (e.g., sickle cell, HIV infection, cochlear implants) or is traveling outside the United States, talk to your child’s doctor about additional vaccines that they may need.

**FOR MORE INFORMATION**
Call toll-free: 1-800-CDC-INFO (1-800-232-4636)
Or visit: cdc.gov/vaccines/parents

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**U.S. Department of Health and Human Services**
Centers for Disease Control and Prevention

**AAFP**
American Academy of Pediatrics
Dedicated to the Health of All Children®

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**FOR MORE INFORMATION**
Call toll-free: 1-800-CDC-INFO (1-800-232-4636)
Or visit: cdc.gov/vaccines/parents
<table>
<thead>
<tr>
<th>Disease</th>
<th>Vaccine</th>
<th>Disease Spread by</th>
<th>Disease Symptoms</th>
<th>Disease Complications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hepatitis B</td>
<td>HepB</td>
<td>Contact with blood or body fluids</td>
<td>Swelling of the liver, vomiting, jaundice (yellowing of skin and eyes), fever, rash</td>
<td>Chronic liver infection, liver failure, cirrhosis, liver cancer, death</td>
</tr>
<tr>
<td>Rotavirus</td>
<td>RV</td>
<td>Through the mouth</td>
<td>Diarrhea, fever, vomiting</td>
<td>Dehydration, malnutrition, fluid and electrolyte imbalance, shock, renal failure, stomach pain, dehydration, fluid and electrolyte imbalance, shock, renal failure</td>
</tr>
<tr>
<td>Pertussis (whooping cough)</td>
<td>DTap*</td>
<td>Air, direct contact</td>
<td>Severe cough, runny nose, apnea (pauses in breathing)</td>
<td>Pneumonia (infection in the lungs), death</td>
</tr>
<tr>
<td>Tetanus</td>
<td>DTaP*</td>
<td>Exposure through cuts in skin</td>
<td>Swelling of the neck, muscle spasms, fever</td>
<td>Stiffness in neck and abdominal muscles, difficulty swallowing, muscle spasms, fever, broken bones, breathing difficulty, death</td>
</tr>
<tr>
<td>Haemophilus influenzae type b (Hib)</td>
<td>Hib</td>
<td>Direct contact or through the mouth</td>
<td>Diarrhea, fever, vomiting</td>
<td>Inflamed blisters, pneumonia (infection in the lungs), death</td>
</tr>
<tr>
<td>Pneumococcal disease (PCV13, PCV15)</td>
<td>PCV</td>
<td>Air, direct contact</td>
<td>May be no symptoms, sore throat, cough, body aches, fever</td>
<td>Pneumonia (infection in the lungs), respiratory failure, blood clots, bleeding disorders, injury to liver or kidney, multi-system inflammatory syndrome, death</td>
</tr>
<tr>
<td>Polio</td>
<td>IPV</td>
<td>Air, direct contact</td>
<td>May be no symptoms, paralysis</td>
<td>Paralysis, death</td>
</tr>
<tr>
<td>Coronavirus disease 2019 (COVID-19)</td>
<td>COVID-19 vaccine</td>
<td>Air, direct contact</td>
<td>May be no symptoms, fever, muscle aches, cough, headache</td>
<td>Cough, fever, muscle pain, sore throat, cold, fever, headache, pneumonia, blood clots, bleeding disorder, injury to liver or kidney, multi-system inflammatory syndrome, post-COVID syndrome, death</td>
</tr>
<tr>
<td>Influenza (Flu)</td>
<td>Flu</td>
<td>Air, direct contact</td>
<td>May be no symptoms, fever, muscle pain, runny nose, cough, fatigue</td>
<td>Fever, muscle pain, sore throat, cough, body aches, fever, headache, pneumonia, blood clots, bleeding disorder, injury to liver or kidney, multi-system inflammatory syndrome, post-COVID syndrome, death</td>
</tr>
<tr>
<td>Measles</td>
<td>MMR**</td>
<td>Air, direct contact</td>
<td>Rash, fever, chickenpox</td>
<td>Encephalitis (brain swelling), pneumonia (infection in the lungs), death</td>
</tr>
<tr>
<td>Mumps</td>
<td>MMR**</td>
<td>Air, direct contact</td>
<td>Swollen salivary glands (under the jaw), fever, headache, tiredness, muscle pain</td>
<td>Meningitis (infection of the covering around the brain and spinal cord), encephalitis (brain swelling), inflammation of testicles or ovaries, deafness, death</td>
</tr>
<tr>
<td>Rubella</td>
<td>MMR**</td>
<td>Air, direct contact</td>
<td>Sometimes rash, fever, swollen lymph nodes</td>
<td>Very serious in pregnant women—can lead to miscarriage, stillbirth, premature delivery, birth defects</td>
</tr>
<tr>
<td>Chickenpox</td>
<td>Varicella</td>
<td>Direct contact or contaminated food or water</td>
<td>May be no symptoms, fever, rash, tiredness, headache</td>
<td>Rash, fever, red swollen lymph nodes, pneumonia (infection in the lungs), death</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>HepA</td>
<td>Direct contact or contaminated food or water</td>
<td>May be no symptoms, fever, stomach pain, loss of appetite, fatigue, jaundice (yellowing of skin and eyes), dark urine</td>
<td>Inflamed blisters, bleeding disorders, encephalitis (brain swelling), pneumonia (infection in the lungs), death, liver failure, asthenia (poor performance), kidney problems, blood disorders</td>
</tr>
</tbody>
</table>
Vaccines Required for School Entry in Michigan

Whenever children are in group settings there is a chance for disease to spread. Children must follow vaccine laws in order 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 [cdc.gov/vaccines](http://cdc.gov/vaccines). When following the recommended schedule children are fully protected and any school vaccination requirements are met.

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>All Kindergarteners and 4-6 year old transfer students</th>
<th>All 7th Graders and 7-18 year old transfer students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphtheria, Tetanus, Pertussis (DTP, DTaP, Tdap)</td>
<td>4 doses DTP or DTaP 1 dose must be at or after 4 years of age</td>
<td>4 doses diphtheria and tetanus or 3 doses if 1st dose given on or after 1 year of age 1 dose Tdap at 11 years of age or older upon entry into 7th grade or higher</td>
</tr>
<tr>
<td>Polio</td>
<td>4 doses or 3 doses if dose 3 was given on at or after 4 years of age</td>
<td></td>
</tr>
<tr>
<td>Measles, Mumps, Rubella (MMR)*</td>
<td>2 doses at or after 12 months of age</td>
<td></td>
</tr>
<tr>
<td>Hepatitis B*</td>
<td>3 doses</td>
<td>1 dose at 11 years of age or older upon entry into 7th grade or higher</td>
</tr>
<tr>
<td>Meningococcal Conjugate (MenACWY)</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Varicella (Chickenpox)*</td>
<td>2 doses at or after 12 months of age or Current lab immunity or History of varicella disease</td>
<td></td>
</tr>
</tbody>
</table>

*If the child has not received these vaccines, documented immunity is required.* All doses of vaccines must be valid (correct spacing and ages) for school entry purposes. These rules apply to children who are the above ages upon entry into school. 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 [Michigan.gov/Immunize](http://Michigan.gov/Immunize).

The Michigan Department of Health and Human Services will not exclude from participation in, deny benefits of, or discriminate against any individual or group because of race, sex, religion, age, national origin, color, height, weight, marital status, gender identification or expression, sexual orientation, partisan considerations, or a disability or genetic information that is unrelated to the person’s eligibility.

MDHHS-Pub-1378 (Rev. 6-21)
TRANSPORTATION DEPARTMENT

We are looking forward to transporting your child safely to and from school. Listed below are some important items that will assist us in transporting 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 the students to only cross in front of the bus. Students will need to follow the driver’s directions, wait for 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 - Student 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 at the same location daily and dropped at the same location daily.

The bus drivers will not drop off your child without seeing a parent or guardian if your kindergarten student gets off at a stop by himself/herself. If upper grade student(s) also get off at that specific stop, your kindergarten student will be dropped 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.
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 the school breakfast and lunch program that provide them with a balanced, nutritious meal that meets all federal nutrition guidelines. On our district website (www.gbcd.org) go to the Dining Services page. Here you will find information such as menus, special fun days, Family Portal account link, newsletters, opportunities for employment, kitchen phone numbers, District special diet form and much more.

Grand Blanc Schools currently offers breakfast and lunch at no cost to families. Each student may enjoy one breakfast and/or one lunch each day at no charge. Each meal includes protein, grain, fruit and vegetable selections and a milk. Additional meals, entrees, snacks/beverages, and milk (only, no meal) will need to be purchased. At school, we accept cash or check, and funds loaded on your student meal account on the Family Portal web site.

All families are required to complete a meal application which is available on the Family Portal web site. To fill out an application simply log in to your Family Portal account, click the application button and follow the step-by-step instructions. You will receive an email response within 48 hours, letting you know we have received your completed application.

A menu is sent home with every elementary student and is available on the Dining Services page on the district web site, www.gbcd.org. The Dining Services page includes the daily lunch/breakfast menu, nutritional information, school kitchen phone numbers, as well as meal account information for your child through Family Portal. Students are automatically set-up with a meal account that is aligned with their student ID number. Parents can put money into their child’s account at any time. Family Portal is our online payment provider. The online payment site Family Portal can be accessed by going to www.gbcd.org, then go to the Dining Service page. The site will offer useful information so you can be knowledgeable about your student’s meal account. Did we receive your check? How much money is in your child's account? What is your child eating each day and more. The login and password for your Family Portal account is different than other logins and passwords you may use for school purposes. To
set up your *Family Portal* account please visit [https://grandblanc.familyportal.cloud](https://grandblanc.familyportal.cloud) click on My Account, then “I need to register as a Family Portal user.”

Grand Blanc Community Schools, in partnership with Chartwells, uses Nutrislice to publish the school menus to a new interactive website and a free smartphone app. Now you can access your menus anywhere, anytime. Information for downloading this app can be found on the Dining Service webpage and every menu. Look here for:

- **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.
2024-2025 Registration Open to the Public ONLINE only
Beginning March 4th, 2024 @ 9:00am on our website
www.gbcs.org/cg

To reserve your spot, a completed registration packet and a $60 non-refundable Registration Fee is required for all programs and does not apply toward tuition ($30 each additional child).

We offer Latchkey programs at McGrath (includes Anderson students), Cook (includes Mason students), Brendel, Reid and Perry Center (includes Myers and Indian Hill students)

Preschool is located at the Perry Center, 11920 S. Saginaw St., Grand Blanc

### AM Latchkey ~ 6:30 - 9:00am

<table>
<thead>
<tr>
<th>Days per week</th>
<th>4-Week Flat Rate (Session Price)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$69</td>
</tr>
<tr>
<td>3</td>
<td>$104</td>
</tr>
<tr>
<td>4</td>
<td>$140</td>
</tr>
<tr>
<td>5</td>
<td>$174</td>
</tr>
</tbody>
</table>

### PM Latchkey ~ Dismissal - 6:00pm*

<table>
<thead>
<tr>
<th>Days per week</th>
<th>4-Week Flat Rate (Session Price)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$75</td>
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<tr>
<td>3</td>
<td>$112</td>
</tr>
<tr>
<td>4</td>
<td>$148</td>
</tr>
<tr>
<td>5</td>
<td>$184</td>
</tr>
</tbody>
</table>

### Extended PM Latchkey ~ Dismissal - 6:00pm*

<table>
<thead>
<tr>
<th>Days per week</th>
<th>4-Week Flat Rate (Session Price)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$104</td>
</tr>
<tr>
<td>3</td>
<td>$155</td>
</tr>
<tr>
<td>4</td>
<td>$207</td>
</tr>
<tr>
<td>5</td>
<td>$258</td>
</tr>
</tbody>
</table>

*A daily snack is provided in PM Latchkey

### Preschool ½ Days (AM or PM)

<table>
<thead>
<tr>
<th>Days per week</th>
<th>4-Week Flat Rate (Session Price)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$125</td>
</tr>
<tr>
<td>3</td>
<td>$195</td>
</tr>
<tr>
<td>5</td>
<td>$320</td>
</tr>
</tbody>
</table>

*Preschool snack provided by parents

### Preschool Full Days

<table>
<thead>
<tr>
<th>Days per week</th>
<th>4-Week Flat Rate (Session Price)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$298</td>
</tr>
<tr>
<td>3</td>
<td>$461</td>
</tr>
<tr>
<td>5</td>
<td>$762</td>
</tr>
</tbody>
</table>

*Lunch provided by parents for full day students

We accept Preschool students who are at least 3 on or before December 1st and completely bathroom independent.

AM & PM Latchkey is also available for Preschool students.

Preschool & Latchkey spots are limited and available on a first come, first served basis.

Both Preschool & Latchkey require a 2 day per week minimum schedule. Family rates available.

If you are interested in a Preschool or Latchkey program for your child, please contact the Children’s Garden Office at **591-6083**.

childrensgarden@gbcs.org
Grand Blanc Community Schools

Kindergarten Orientation and Teddy Bear Bus Ride

Wednesday, August 14, 2024
Myers, Indian Hill & Cook

Thursday, August 15, 2024
Brendel, Anderson & Reid

- Fun activities for parents and children
- Registration opportunity for parents who have not enrolled their child
- Information on 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 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” due to any number 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 offer help in all of these areas.

Each school’s liaison has information available in the form of books and/or articles on these issues 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. Conflict resolution techniques are taught by the Student Liaison in the classrooms. The Student Liaison can direct you toward outside agencies, if necessary, which might be able to offer further assistance for your specific problem.

The Student Liaison is available to make home visits to talk with parents about their children and 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 both home and school to get on the right road 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

Or, 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 you expect them to learn.

Many parents across the country believe that they are not devoting enough time to their children’s education. And 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, 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. Following are some of the typical behaviors that a five-year-old child 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 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 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 work “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 important 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 play dates and park outings, stay within earshot so you can help kids problem-solve when conflict occurs. 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, offering your own suggestions, if necessary. Help kids understand the feelings of others. Students need to know when a friend is sad by looking at their face and seeing that their mouth is frowning, or 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 the pencil the right way, 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 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 build 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 important, 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!
1Q. If my child will not be five years of age before the September 1\textsuperscript{st} date, can I still enroll my child?  
A. If your child is not eligible for enrollment with a birthday on or before September 1, 2024, but they will be five years old by December 1\textsuperscript{st} 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 the evening of March 11th.

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 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. \textit{All required immunizations, however, must be up to date and submitted to the school office for an 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 \textit{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. An extra recess is determined by the classroom teacher. 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 at the same location daily.