



FREMONT CHRISTIAN SCHOOL

**EARLY EDUCATION DEPARTMENT
2019-2020 PROFILE**
4760 Thornton Avenue
Fremont CA 94536
510-744-2241

Dr. Tricia Meyer
Head of School

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Early Education Director

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Registrar
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DISTINCTIVES

- Nut-Free Campus
- Lunch & Snacks Included
- Field Trips
- Potty Training
- Weekly Communication
- Secure Closed Campus
- Extended Care Included
- Assessment: Desired Results Developmental Profile (DRDP)

STUDENT PROFILE

Number of Students 117
 Male..... 53%
 Female..... 47%

DEMOGRAPHICS

African - American..... 2%
 Asian..... 75%
 Caucasian..... 9%
 Hispanic/Latino..... 1%
 South Asian..... 4%
 Multi-ethnic..... 6%
 Other..... 3%

SCHOOL HOURS

Program Hours: 9:00am-5:00pm
 AM Extended Care: 7:00-9:00am
 PM Extended Care: 5:00-6:30pm

www.fremontchristian.com

BIG SCHOOL OPPORTUNITIES IN A SMALL SCHOOL ENVIRONMENT

Fremont Christian School partners with families to provide our everyday kids both an extraordinary education and genuine encounters with Jesus, all within a community of compassion. All of our students are involved with the faith community of our school, though not all students are of the Christian faith. FCS is a private co-educational Early Education through Grade 12 school established in 1968, and is a department of Harbor Light Church.

APPROACHES TO LEARNING

PROGRAM STRUCTURE

FCS Early Education programs include the Toddler Component, Young Preschool, Preschool, and Junior Kindergarten, providing an early education for children ages 18 months through five years old. The program structure is organized by age and development to ensure that children are engaging in developmentally appropriate learning practices. As children grow and learn, the environment, curriculum, and approaches to learning progressively prepare the child for successful school readiness.

EMERGENT PLAY-BASED CURRICULUM

Play is utilized as an essential function to the learning process in all Early Education classrooms at FCS. Our teaching staff utilizes their years of experience, educational background, and love of the Lord to build a developmentally appropriate community of learning in every classroom. We believe that our teachers are the facilitators of learning, and through their skill sets of expanding thought processes, scaffolding, integrating concepts, and models of high Christian Character children gain access to an extraordinary education.

LEARNING ENVIRONMENT AND INTENTIONAL MATERIALS

The learning environment is strategically developed to entice and engage children in the learning process. Teachers plan curriculum and utilize the classroom's learning centers by intentionally selecting the materials that children will engage with to ensure that developmental objectives and goals are achieved.

TEACHING PYRAMID MODEL: CENTER FOR SOCIAL EMOTIONAL FOUNDATIONS OF EARLY LEARNING (CSEFEL)

Social Emotional Development is the foundational domain of development for early learners that allow them access to later academic learning. The *Teaching Pyramid Model* provides a philosophical framework for intentionally teaching children how to identify, process, articulate, and problem solve through their emotions, and is described as emotional literacy. Teachers also focus on the child's ability to cooperate, turn-take, negotiate, follow multi-step direction, and build all essential measures of development that create pathways in the brain for academic learning.

LOOKING AHEAD TO ELEMENTARY (TK-5)

On the elementary campus, students wear the school uniform and a designated chapel shirt. The curriculum is delivered through the use of the research-based GLAD instructional model and includes opportunities in vocal music, instrumental music, technology, physical education, and more. At FCS, social-emotional skill-building remains a priority from Early Education through high school. Classrooms, lunch, special activities, and play facilities are located throughout the Elementary campus with areas equipped for the size of our youngest students. Each Kindergarten class has a full-time aide.