

Kindergarten Philosophy

The Cypress-Fairbanks I.S.D. kindergarten program is one that accepts all five-year old children and provides a learning environment that will help them develop intellectually, socially, physically, and emotionally in a manner appropriate to their age and stage of development. Kindergarten students' needs are best met by using multisensory experiences through an interdisciplinary approach. The kindergarten classroom environment is one that nurtures the development of a positive self-concept and encourages all students to excel in reaching high expectations. Instructional strategies will keep the children actively involved in moving, exploring, and learning. A hands-on approach will be used in combination with individual, small group, and whole group.

Kindergarten Program Overview

Cypress-Fairbanks I.S.D. provides a full-day kindergarten program for all children who are 5 years of age on or before September 1st of the current school year. We feel that full-day kindergarten can better address the academic needs of our 5-year-olds. Students receive a balanced program consisting of language arts, math, science, social studies, health, physical education, music, art, and technology. Academic blocks are provided in the morning and afternoon in order to teach and reinforce skills, and provide enrichment or tutoring. Teachers use a variety of grouping techniques and instructional strategies to meet the individual needs of every student.



Kindergarten Program Goals

The kindergarten program will:

1. Provide a learning environment that will help all children develop intellectually, socially, physically, and emotionally in a manner appropriate to their age and stage of development.
2. Enhance children's feelings of self-worth and appreciation of their own and others' ethnicity, culture, and language in a multicultural society.
3. Develop social competence by providing daily opportunities for children to use problem-solving strategies to make decisions.
4. Provide for prevention, early identification, and early intervention of problems that interfere with the development of children's learning.
5. Provide rich experiences that enhance skills in listening, speaking, emergent reading and writing, and mathematical concepts with an emphasis on concrete, hands-on, multisensory learning.
6. Include a balance of teacher-directed and child-initiated activities that offer choices for children.
7. Use an integrated curriculum through thematic units to develop the concepts of health and social/emotional well-being.
8. Periodically provide appropriate assessment that identifies the strengths and needs of each child in order to build upon those strengths and challenge the individual.
9. Select teachers and support personnel who have strong educational and experiential backgrounds in early childhood education and child development, and enhance their skills with frequent staff-development programs.

