Our Curriculum

Our curriculum is guided by Connecticut Early Learning and Development Standards. The Framework is designed to assure that children develop skills in the areas of:

- Personal/social development
- Cognitive development
- Physical development
- Creative development
- Aesthetic development

Ongoing individual assessment guides the curriculum for development and differentiated instruction.

Our Program

- Nationally Accredited
- Inclusive
- Ages 3 & 4
- School year
- 5 days per week
- School-day program

The Plymouth Family Resource Center

Lori J Borysewicz
Plymouth FRC Coordinator

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School-based family support programs to strengthen the bond between the family and school, nurture the healthy development of the family, and prepare children for school.
Our Philosophy

Our mission is to help each child reach their full potential by motivating and inspiring them in a warm, happy, caring environment and to nurture each family as a unit as they continue to grow together, as leaders in their children’s education, and advocates in their community.

Each child is unique in the rate of growth and development of skills and competencies.

We utilize the Conscious Discipline Model which integrates social-emotional learning, discipline and self-regulation so we spend less time policing behaviors and more time teaching vital life skills.

Families and Children

Families are the primary caregivers and educators of their young children.

The Family Resource Center (FRC) preschool staff works collaboratively with families to ensure that children are provided the best possible learning experience.

Fostering a love of learning increases a child’s success in school.

The FRC Preschool encourages a child’s eagerness to discover the world around them, develop confidence and a sense of optimism about learning.

Our Children are our future

Young children learn through active exploration of the environment.

Our early childhood environment provides opportunities for children to investigate materials, engage in concrete activities, and interact with peers and adults in order to construct their understanding of the world around them.