




Preschool Readiness Requirements

Concept goals and benchmarks were created to develop a common understanding about what children should know and be able to do at different stages of their lives. They help teachers and parents better understand what they can expect to see as their children develop to better support and enhance their children’s development and learning.

To encourage confidence and independence, families are asked to review the Preschool Readiness Requirements prior to completing the enrollment application to ensure their child is prepared for the preschool setting.

Goals and benchmarks are categorized by class.

Butterflies - 2 year olds	
Preparing to be fully toilet trained (uses pull ups, introduced to the toilet)	
Able to co-regulate and participate in classroom activities (without pacifier or being carried, is able to follow the teacher as a guide)	
Developing independence (self-feeding, independent hand washing)	
Communicates needs (pointing and/or verbally)	
Begins to function in a group setting (can follow the structure of snack time, circle time and lining up)	
Begins to understand and use expected behavior	
Responds to others with caring emotion	





Honeybees - older 2 and young 3 year olds

Must be fully toilet trained, uses the bathroom independently, communicates toileting needs (communicates if they had an accident or needs help with wiping)

Able to co-regulate and participate in classroom activities

Develop independence (eating, toileting, following instructions)

Communicates needs (verbally)

Can follow verbal instructions (lets line up, clean up, sit at the table for lunch)

Begins to function in a group setting

Begins to understand and use expected behavior (during circle time we sit on the carpet, not roll around the floor)

Engages in simple conversation

Can separate easily from parents

Responds to others with caring emotion (No hurting self, hurting the environment or hurting others)

Initiates conversation and makes requests for their needs

Recognizes cause and effect and can predict outcomes

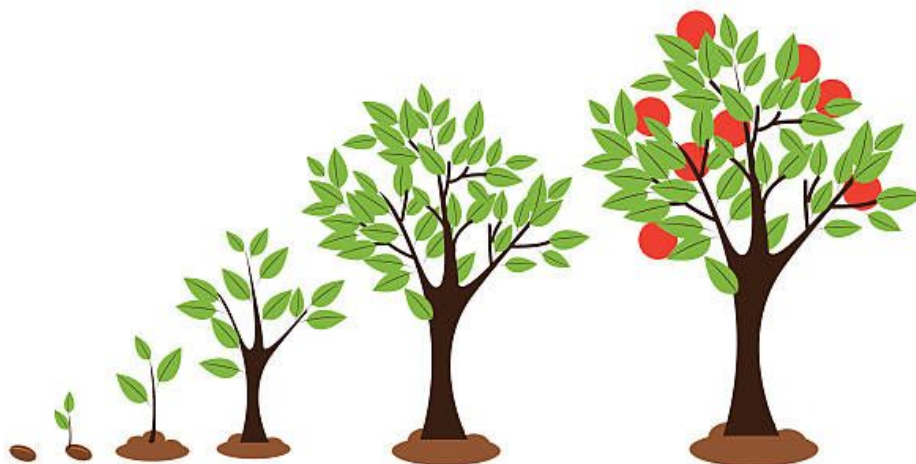
Begins to understand and use expected behaviors

Expresses feelings and is aware of how actions affect self

Follows rules and uses materials purposefully in cooperative play

Begins to function in a group setting with cooperation

Shows give-and-take interactions and is able to negotiate conflict





Hummingbirds - older 3 and young 4 year olds
Must be fully toilet trained, uses the bathroom independently
Able to self-regulate and participate in classroom activities
Develop independence (eating, toileting, following instructions)
Communicates needs (verbally)
Can follow verbal instructions (lets line up, clean up, sit at the table for lunch)
Begins to function in a group setting
Begins to understand and use expected behavior
Responds to others with caring emotion (No hurting self, hurting the environment or hurting others)
Engages in simple conversation
Can separate easily from parents
Initiates conversation and makes requests
Recognizes cause and effect and can predict outcomes
Begins to understand and use expected behaviors
Expresses feelings and is aware of how actions affect self
Follows rules and uses materials purposefully in cooperative play
Begins to function in a group setting with cooperation
Shows give-and-take interactions and is able to negotiate conflict
Understands basic health and safety rules
Maintains concentration and interest despite distractions
Exhibits problem-solving skills and accepts a variety of answers
Interacts with others by helping, sharing and developing friendships
Follows simple directions (1-3 step)
Displays confidence and independence in a school setting
Demonstrates independence in hygiene and nutrition



Ladybugs - entering kindergarten the following school year
Must be fully toilet trained, uses the bathroom independently
Able to self-regulate and participate in classroom activities
Develop independence (example, eating, toileting, following instructions)
Communicates needs (verbally)
Can follow verbal instructions (lets line up, clean up, sit at the table for lunch)
Begins to function in a group setting
Begins to understand and use expected behavior
Responds to others with caring emotion (No hurting self, hurting the environment or hurting others)
Engages in simple conversation
Can separate easily from parents
Initiates conversation and makes requests
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Initiates conversation and makes requests
Recognizes cause and effect and can predict outcomes
Begins to understand and use expected behaviors
Expresses feelings and is aware of how actions affect self
Follows rules and uses materials purposefully in cooperative play
Begins to function in a group setting with cooperation
Shows give-and-take interactions and is able to negotiate conflict
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Preschool Readiness FAQ's

What happens if a student does not meet the Preschool Readiness Requirements? Can the school hold a spot until the student is ready?

What the school can do:

- Place the student on the waitlist.
- Offer a shadow day to determine the student's readiness.
- As part of the Parent/School partnership, administration can provide readiness tools and resources. (Videos: *Toilet Training Workshop*, *How to Prepare Students for the Preschool Setting*, *How to Prepare Parents for the Preschool Setting*)
- Once the student has met the readiness requirements the family will be given the registration packet which includes a \$75 non-refundable registration fee.

What the school cannot do:

- Offer the registration packet to students who do not meet the Preschool Readiness Requirements.
- Hold a seat in the class without a completed registration packet.

What are some recommendations for preparing students to meet the Preschool Readiness Requirements?

- Provide children the opportunity to practice independence at home (cleaning up the table after they eat, cleaning up toys, washing hands, opening water bottles).
- Provide comfort consistency.
- Offer clear transitions from one activity to the next.
- Communicate with the school any challenges meeting the readiness requirements.

Who determines when the student has met the Preschool Readiness Requirements?

1. Parents are expected to call/email the school of their child's progress in the area of growth.
2. Schedule a shadow day. During the shadow day the student will meet the teacher and participate in a classroom activity (circle time, chapel, outside play). One parent will be asked to stay with the student during the shadow day. Parents will have the opportunity to learn the expectations of the preschool setting.
3. The Preschool Director and the parents will debrief to discuss the students readiness.
4. A second shadow day and/or parent consultation may be scheduled to review the student's readiness.

The reason why the Preschool Readiness Requirements are so important is because...

- ✓ The readiness requirements identify social and emotional stages of development.
- ✓ The readiness requirements prepare students so they are ready to learn in a classroom setting.

