Utah's Toileting Practices Toolkit

Supporting All Children from Preschool to Kindergarten

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Utah State Board of Education

Table of Contents

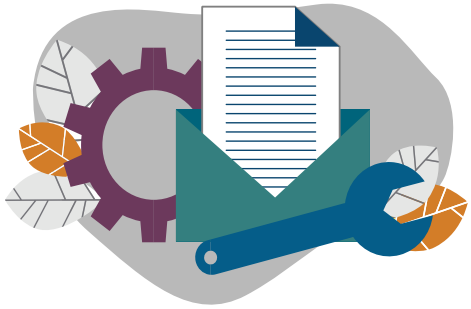
Section One: Introduction 5
Purpose and Usage 5
Kindergarten Requirements and Exceptions 5
Section Two: Best Practices 6
Introduction 6
Understanding Developmental Milestones 7
Maintaining Health, Safety and Supervision 7
Cultivating a Positive Social-Emotional Climate 7
Providing Opportunities for Toileting Independence 7
Partnering with Families 8
Staff Support 8
Conclusion 9
Section Three: Developmentally Appropriate Toileting Practices in Preschool 9
Introduction 9
Development Process 9
Step one: assess current practices and identify improvement goals 9
Step two: identify strategies to overcome potential challenges 10
Step three: identify implementation partners and timeline 10
Step four: implement developmentally appropriate practices 10
Step five: evaluate and improve 10
Ensuring Inclusive Preschool Environments 11
Conclusion 11
Section 4: Developing a Kindergarten Toileting Policy 12
Introduction 12
Legal Framework 12
Development Process 13
Policy Components 13
Supporting Children with Disabilities or Special Medical Needs 14
Promoting Kindergarten Access 14
Supporting Enrolled Students with Toileting Needs 15

Evaluation and Improvement 15
Conclusion 16
Section Five: Resources 16
Sample Communication: Preschool Families 16
Sample Communication: Families with Incoming Kindergarten Children 17
Sample Communication: Preschool Teachers 18
Transition to Kindergarten: Sample Family Meeting Form 19
Children's Books for Use at Home and in the Classroom 23
Books for Families and Educators 24
Toilet Training for Kindergarten 25
Current Medical Recommendations 25

Section One: Introduction

Purpose and Usage

This toolkit provides comprehensive guidance for developing and implementing effective toileting policies in Utah preschools and kindergartens. It outlines legal requirements, including Utah Code Section 53G-7-203 and Board Rule R277-631, and emphasizes best practices for supporting toileting independence in all children, including children with disabilities. The toolkit offers resources such as sample communications and a self-assessment tool to aid policy implementation. By promoting collaboration with families and staff, this toolkit aims to ensure a smooth transition to kindergarten and foster a positive and inclusive learning environment where all children can thrive. Please note this resource uses the term "families" to include parent(s), guardian(s), caregiver(s), authorized adult(s), relative(s) and sibling(s).



This toolkit will support all stakeholders involved in early childhood education in Utah, including public school local education agencies (LEAs) and private preschool programs. By providing a consistent message to all sectors of Utah's mixed-delivery system, the toolkit ensures that all children receive the support they need to develop toileting independence regardless of their setting. While this toolkit focuses on preschool and kindergarten, the non-regulatory guidance in this toolkit applies to school-aged children through elementary grades, recognizing the importance of supporting children's toileting needs throughout their educational journey. This toolkit empowers families, educators and administrators to create a positive and inclusive learning environment where all children can thrive by embracing a collaborative approach.

Kindergarten Requirements and Exceptions

In 2024, Utah passed House Bill (H.B.) 331, requiring the Utah State Board of Education (USBE) to establish rules for toilet training as a condition for kindergarten enrollment, which led to Board Rule R277-631. The following year, in 2025, the Utah Legislature amended Utah Code Section 53G-7203. This expanded the requirement to all school-aged children prior to enrollment in public school, not just kindergarteners, prompting a

revision of Board Rule R277-631. The rule outlines how LEAs must establish toilet training requirements and exceptions.

While generally requiring children to be toilet trained for kindergarten entry, the rule includes some important exceptions and provisions.

- Children with disabilities impacting toileting as documented in an individualized education program (IEP) or Section 504 plan are exempt from this requirement
- Children who are not toilet trained and whom an LEA suspects may have a disability that needs to be evaluated under child find requirements (outlined in USBE Special Education Rule II) should be conditionally enrolled until an evaluation can be completed to determine if the student has a disability that contributes to their lack of toilet training

While this section focuses primarily on kindergarten, which is not a compulsory grade, it is important to note that LEAs must support all students with toileting challenges. Persistent toileting issues in grades 1 - 12 (compulsory grades) should trigger **child find** obligations to assess for potential disabilities and provide appropriate support. This reflects the legal distinction between kindergarten, where unenrollment is possible, and higher grades, where attendance is mandated, and the focus shifts to identifying the child's needs and providing them with support.

Board Rule R277-631 aims to ensure school readiness while providing support and flexibility for students with disabilities and their families. LEAs must ensure a free appropriate public education (FAPE) in the least restrictive environment is provided to all students who qualify for an IEP or 504 plan. By understanding these requirements and developing a comprehensive policy, LEAs can create a positive and inclusive learning environment for all students.

Section Two: Best Practices

Introduction

Supporting toileting independence in young children involves creating a supportive environment that encourages self-sufficiency. This support includes providing

accessible facilities, positive reinforcement and consistent routines. Being patient and understanding is essential, recognizing that each child will progress at their own pace.

Understanding Developmental Milestones

Understanding the developmental milestones related to toileting can help caregivers provide appropriate support. Typically, children begin to show signs of readiness for toilet training between eighteen months and three years of age. These signs include staying dry for longer periods, showing interest in using the toilet and being able to follow simple instructions. This toolkit's "Developmentally Appropriate Toileting Practices in Preschool" section includes more information on developmental milestones.

Maintaining Health, Safety and Supervision

Creating a safe and healthy toileting environment is essential for all children, regardless of toileting skills. This involves maintaining clean and sanitary facilities and promoting proper hygiene practices such as thorough handwashing. Beyond basic hygiene, it is crucial to guide children in understanding appropriate bathroom procedures. This process includes teaching them how to use the toilet and flush properly and encouraging respect for the bathroom environment and others.

Be mindful of any medical conditions or disabilities affecting a child's toileting abilities and provide necessary support. Support with toileting may include trained and supervised LEA staff members, a private bathroom or a cleared bathroom to ensure confidentiality.

Cultivating a Positive Social-Emotional Climate

Creating a positive social-emotional climate around toileting can help children feel more comfortable and confident. This climate involves encouraging language, celebrating successes, and avoiding punishment for accidents. Building a trusting relationship with the child can also make the process smoother.

Providing Opportunities for Toileting Independence

It is key to provide opportunities for children to practice toileting independently. These opportunities can include allowing them to choose when to use the toilet, installing child sized toilets or steps and encouraging them to manage their clothing. It is essential to offer support and guidance while allowing the child to lead.

Partnering with Families

Strong family partnerships are crucial for successful toilet training and should begin in preschool to ensure a smooth transition to kindergarten. LEAs must clearly communicate toileting policies to families, including exceptions for children with IEPs or 504 plans, so they understand the expectations for their children.

Effective collaboration with families hinges on regular two-way communication about the child's progress, using various methods such as written notes, phone calls or emails. This communication should include sharing information with families about typical toileting development, strategies for toilet training at home and ways to address common challenges, such as ensuring consistent language and vocabulary between home and school. Maintaining clear communication records while respecting confidentiality and cultural differences is essential throughout this process.

By building strong partnerships with families, LEAs create a supportive and consistent environment that helps all children with toileting, identifies early concerns and ensures alignment across preschool and kindergarten practices. This collaborative approach prepares our youngest learners for success and ensures schools are ready to support all children.

Staff Support

Comprehensive support is essential for all staff who assist with toileting, including paraeducators, aides and assistant teachers. This support includes thorough training on best practices and requirements, helpful resources and tools and fostering a collaborative work environment where staff feel comfortable seeking guidance from colleagues.

To best support children's toileting needs, all staff should receive comprehensive training on developmentally appropriate practices, strategies for supporting diverse learners (including those with IEPs or 504 plans), positive behavior supports, communication strategies, hygiene and safety protocols and culturally responsive practices. This training should also address staff responsibilities and legal considerations for assisting with toileting. By equipping staff with this knowledge and LEA-specific policies, programs can ensure that all children receive the guidance and support they need to thrive on their toileting journey.

By investing in staff development and creating a supportive environment, programs can empower staff to confidently and effectively handle toileting needs, fostering a positive and successful experience for every child.

Conclusion

Fostering toileting independence in young children requires a multifaceted approach. Creating a supportive environment involves accessible facilities, positive reinforcement, consistent routines and understanding of the developmental milestones associated with toileting. Maintaining health, safety and supervision standards while promoting a positive social-emotional climate is essential for a child's comfort and confidence. Providing opportunities for independent practice while partnering with families and supporting staff is vital to ensure a successful toileting experience for every child.

Section Three: Developmentally Appropriate Toileting Practices in Preschool

Introduction

This section focuses on equipping preschool programs with the knowledge and tools to foster toileting independence in young children. By implementing developmentally appropriate practices and creating a supportive environment, we can empower preschoolers to gain the necessary skills and confidence to manage their toileting needs successfully. This section offers guidance on creating effective practices, collaborating with families, addressing common challenges and ensuring a positive and successful toileting experience for every child.

Development Process

To develop and implement effective toileting practices, actively engage educators, staff and families to leverage their valuable insights and experiences. Identify and address any potential barriers to implementation and ensure that all new and existing strategies align with the needs of the children and families you serve.

The following steps are suggestions to create supportive and effective practices for children's journey to toileting independence.

Step one: assess current practices and identify improvement goals

Begin by assessing your current toileting support practices. Compare your existing practices with best practices for supporting children's toileting independence, identifying strengths and areas for improvement. Gather information from families, staff (including student services and special education), leaders and community partners through conversations, focus groups or surveys. Evaluate the impact of your current practices on children, families and staff.

Next, set clear improvement goals. Reflect on your aspirations for children's toileting success and how to best support staff in achieving those goals. Critically examine how factors like race, socio-economic status, or culture may influence your practices, striving to make impartial decisions. Based on the information gathered, prioritize changes, ensuring your practices are inclusive and effectively support all children and families.

Step two: identify strategies to overcome potential challenges

To develop effective strategies for your toileting program, assess your children's needs and identify any specific challenges your program faces. This assessment includes determining the number of children who may need support with toileting.

Next, if applicable, education associations such as the Utah Education Association (UEA) should be engaged in discussions to ensure their support in implementing best practices. These associations represent the interests of the public school employees, including teachers and paraprofessionals, who will be directly involved in implementing toileting support strategies. Their input and perspectives can help ensure that new practices are feasible, sustainable and aligned with the needs of both staff and students. Their involvement ensures the toolkit reaches a broad audience and promotes consistent messaging across various educational settings.

Finally, determine your funding needs. Consider whether you can reallocate existing funds or need to seek additional resources for activities such as facility renovations or increased supervision. This comprehensive approach will help you develop practical and inclusive strategies for all children.

Step three: identify implementation partners and timeline

Implementing effective toileting practices requires team effort. Start by identifying key partners within your school, including administrators, teachers, staff (including paraprofessionals and after-school staff) and education association representatives. Consider also involving county or regional organizations that can offer expertise and support.

Next, bring a small group of these partners together to develop a clear and realistic timeline for implementation. Ensure the timeline complements existing school initiatives and allows sufficient time for training, communication and gathering resources.

Step four: implement developmentally appropriate practices

Following the timeline established in step three, key partners should formalize the necessary practices to support the agreed-upon strategies. Maintaining a clear vision and a consistent communication strategy regarding these practices is essential.

Step five: evaluate and improve

Evaluate your toileting practices regularly by gathering feedback from families, staff, community organizations, and education association representatives. Various methods, such as focus groups and surveys, are used to collect both formal and informal input. Analyze the feedback received and use it to create and implement an annual improvement plan. This iterative process ensures your practices remain developmentally appropriate and responsive to your community's needs.

Ensuring Inclusive Preschool Environments

It is crucial to recognize that preschool is vital in helping children develop the emotional, social and academic skills they need to succeed. Regardless of their toileting abilities, all children deserve access to quality preschool education in a supportive and inclusive environment. While Board Rule R277-631 addresses toilet-training requirements, it applies specifically to K-12 public school programs, and it is essential to understand that preschool programs may have varying policies that do not include a toilet-training requirement.

Program policies can vary greatly depending on the type of preschool and educational setting they are in. Individual programs may set preschool toileting requirements, which means that one preschool may require children to be toilet trained while another may not.

Private programs licensed and monitored by the Utah Department of Health and Human Services (DHHS) Office of Licensing follow the Division of Licensing and Background Checks Interpretation Manual to ensure they meet those requirements for toileting and diapering. However, unlicensed preschool and childcare providers can set standards for practice that best fit the needs of their program. Clarifying these differences for families, especially those whose children attend private preschools requiring toilet training, is essential for successful transitioning.

Clear communication with families about these different policies is imperative, especially for those students who are transitioning into kindergarten. By providing accessible facilities, offering individualized support, avoiding exclusion, and partnering with families, preschools can create a seamless transition to kindergarten and ensure all children feel valued, supported and included.

Conclusion

All children deserve access to high-quality early learning experiences, regardless of their toileting status. All programs must be ready, willing and able to support all children's needs. Having developmentally appropriate toileting practices and policies in place is critical. This toolkit includes best practices for supporting Utah's youngest learners as they develop and master toileting independence. In addition to benefiting the students, this also ensures that families feel supported and that staff have the resources they need to provide effective and inclusive care. By providing developmentally appropriate support and guidance in preschool, we can help our youngest learners build a strong

foundation for success and ensure they are ready to meet kindergarten requirements, including toilet training.

Section 4: Developing a Kindergarten Toileting Policy

Introduction

This section guides LEAs in developing a comprehensive toileting policy for kindergarten children following Utah law, current medical recommendations and inclusive practices.

Legal Framework

When developing a comprehensive toileting policy for kindergarten children, consult with the LEA's legal team to ensure that the policy aligns with all applicable laws and regulations, including Board Rule R277-631 and Utah Code Section 53G-7-203. Board Rule R277-631 rule defines "toilet trained" and outlines requirements for LEAs, including enrollment criteria. Additionally, Utah Code Section 53G-7-203 addresses provisions related to toilet training for enrollment in public school. LEAs must consult these legal sources to ensure that their policies are compliant.

Utah law establishes clear expectations for kindergarten readiness regarding toileting. Utah Code Section 53G-7-203 requires children to be toilet-trained before enrolling in public school. Public school typically starts in kindergarten, however, due to its noncompulsory status in Utah, this may begin in first grade for some students. When a child enters kindergarten, they must independently manage their toileting needs, which includes communicating their needs, using the toilet and handling accidents. This requirement does not apply to children with a condition that is subject to federal child find requirements or described in an IEP or 504 plan that addresses toileting needs. During enrollment, LEAs must obtain parental assurance that their child meets this requirement.

When an enrolled kindergarten child demonstrates persistent toileting challenges, the LEA must implement a process to address their needs. This process should begin with an evaluation to determine if an underlying disability is contributing to the child's lack of toilet training. If a disability is suspected, the child becomes subject to federal child find requirements, necessitating an evaluation for special education services and/or a 504 plan. To ensure the child's continued access to education while the evaluation is conducted, the LEA should conditionally keep the child enrolled.

To minimize liability and ensure student safety, LEAs should develop clear policies and procedures regarding staff access to student bathrooms. These policies should outline when and how staff members may enter student bathrooms and should align with Board Rule R277-217-3, which requires educators to maintain professional boundaries with

students, treating them with dignity and respect while promoting their health, safety and wellbeing.

Development Process

To develop a comprehensive and inclusive kindergarten toileting policy, begin with consulting the LEA's legal team to ensure alignment with laws and regulations such as Board Rule R277-631 and Utah Code Section 53G-7-203. Next, seek guidance from medical professionals (pediatricians, developmental specialists) for insights into typical toileting development and best practices. Finally, gather input from diverse stakeholders, including the special education team, preschool team, kindergarten team, families, school nurses, school counselors and community partners. Utilize surveys, focus groups and meetings to facilitate open communication and ensure consideration of all perspectives.

Policy Components

As defined in Board Rule R277-631, **"toilet trained"** means a student can communicate the need to use the bathroom to an adult, sit down on a toilet, use the toilet without assistance, undress and dress as necessary and tend to personal hygiene needs after toileting. Adopt this definition as outlined in Board Rule, ensuring all staff clearly understand the criteria. This definition includes a child's ability to independently tend to hygiene needs and change clothes if an accident occurs. Frequent accidents that disrupt the child's learning or the learning of their peers indicate that a child needs to be toilet trained, as determined by the LEA.

To ensure all incoming kindergarten children meet state toileting requirements, LEAs must establish clear enrollment procedures that verify toilet training status. LEAs may easily integrate this process into existing registration forms by adding a checkbox with explanatory text that defines "toilet trained" and outlines expectations for kindergarten children. Thorough and transparent enrollment procedures will ensure a straightforward transition for all children and minimize potential challenges related to toileting. The LEA toileting policy must include a clear plan for children with IEPs or 504 plans who are not toilet trained due to a disability. This plan will help ensure an inclusive and supportive learning environment for all incoming children. The LEA should proactively review documentation, engage with families and relevant staff to discuss toileting needs and develop appropriate accommodations before the school year begins. This communication ensures a transition and minimizes potential challenges.

Toileting accidents may be a regular part of development for some young children, so LEA policy should include explicit and sensitive procedures for responding to accidents

to maintain a child's dignity and minimize disruption to learning. Staff should respond with empathy and understanding, avoiding any actions that could shame or embarrass the child. The policy should include protocols for hygiene, communication with families and appropriate cleanup. All children, including those in kindergarten, are expected to change into clean clothes themselves when accidents happen. LEAs can create a safe and supportive learning environment for all children by implementing a sensitive and well-defined protocol for responding to student accidents.

When a kindergarten student experiences persistent toileting accidents, the LEA should initiate a child find evaluation to determine if the child may have a disability impacting toileting. Based on the evaluation findings, the LEA must develop an individualized plan to address the child's needs. This plan may include a shortened school day, increased communication with families or referrals to support services. Open communication with families is crucial for identifying underlying issues, sharing strategies and ensuring a consistent approach. In some cases, if the family is unwilling to collaborate with the school to support the child, unenrollment may be considered.

Supporting Children with Disabilities or Special Medical Needs

Board Rule R277-631: Student Toilet-Training Requirement states that "[a]n LEA may enroll a school aged student who is not able to be toilet trained because of a suspected disability that is subject to federal child find requirements or that is described in an IEP or Section 504 plan."

Children with disabilities or special medical needs may require additional support during toileting. This support can include using adaptive equipment, providing extra time and patience and working closely with parents and healthcare providers to address specific needs. Schools should develop individualized plans to ensure each child's success and document the child's IEP or 504 plan.

Promoting Kindergarten Access

Providing all families with kindergarten enrollment options that meet their needs is the goal. LEAs should actively identify and address any underlying causes that may contribute to a child's lack of toilet training. If a disability is suspected, conditional enrollment should be granted while an evaluation is conducted, aligning with child find requirements.

If no disability is suspected and the family is unwilling to collaborate to support the child's toileting development, schools may consider disenrollment. An LEA must

thoroughly document all attempts to engage the family and explore alternative solutions to ensure the child's access to kindergarten. This documentation demonstrates the LEA's commitment to providing an appropriate education for all students.

While Board Rule R277-631 permits LEAs to exclude kindergarten children who are not toilet trained, prioritizing inclusion and providing necessary support is crucial. By offering individualized support and accommodations, LEAs can create an inclusive environment where all children can thrive, regardless of their toileting abilities.

Supporting Enrolled Students with Toileting Needs

LEAs must prioritize support for enrolled children and families experiencing toileting challenges. They should actively work to identify any underlying factors, including potential disabilities, that may contribute to a child's lack of toilet training. This process includes conducting comprehensive evaluations for children with suspected disabilities and ensuring compliance with child find requirements.

Collaboration with families is essential. LEAs should work closely with families to develop individualized plans to support the child's toileting progress. This communication may include providing resources, connecting families with support services and outlining appropriate strategies for both home and school.

Finally, LEAs should offer individualized support and accommodations to help all children succeed, regardless of their toileting abilities. This may include providing accessible facilities, offering frequent bathroom breaks and working with families to develop consistent routines.

By focusing on support and collaboration, LEAs can create a positive and inclusive learning environment where all children, including those with toileting challenges, can thrive.

Evaluation and Improvement

To ensure the effectiveness of kindergarten toileting policies, LEAs should establish a system for ongoing monitoring and evaluation. This process includes collecting data on the number of accidents, support requests and parent satisfaction. LEAs should regularly review and revise their policy based on this data and feedback to ensure continuous improvement and adaptation to their specific needs.

Conclusion

By thoughtfully implementing the guidelines and components detailed in this section, LEAs can create a comprehensive kindergarten toileting policy that adheres to legal requirements and prioritizes the needs of all children, including those with specific medical needs and disabilities. This approach fosters a supportive and inclusive learning environment where every kindergarten child feels safe, respected and empowered to thrive.

Section Five: Resources

The following sections provide valuable resources, including tools and sample templates, to support your efforts to implement effective toileting practices for preschool and kindergarten children. LEAs, schools and preschool programs shall adapt these resources to meet their students, programs, and communities' unique needs.

Sample Communication: Preschool Families

Subject: Partnering for Toileting Success in Preschool

Dear Families,

Welcome to the new school year! We're thrilled to welcome your children into our classrooms and are incredibly excited to partner with families of children entering our school for the first time as they embark on their toilet learning journey.

We understand that every child develops at their own pace, and we welcome all children into [program/school] regardless of their current toileting skills. To best support your child, we'll work closely with you to understand their needs. Some children may need help in the restroom or changing, while others might need occasional assistance with accidents or reminders about wiping and handwashing.

The following details how we will partner with you to support your child's toileting success.

1. Individualized toileting plan: we will invite you to meet with your child's teacher and afterschool program staff (if applicable) to create a personalized toileting plan. We willl discuss your child's current skills, home routines, preferences for handling accidents, helpful resources for toilet learning and addressing any regressions.
2. Add other steps you will take, e.g., Back-to-School Night orientations, family handbook guidelines, loaner clothing programs, etc.

Strong partnerships with families are essential to every child's success. We're committed to supporting your child's journey towards toileting independence at school and home.

If you have any questions or concerns or need a meeting, please contact your child's teacher or [insert name], [insert title].

Warmly,

The [LEA/school name] administration team

Sample Communication: Families with Incoming Kindergarten Children

Subject: Getting Ready for Kindergarten: Toileting Success

Dear Families,

We're excited to welcome your child to kindergarten at [LEA/school name]! We want to partner with you to ensure a smooth and successful start to this exciting chapter.

Managing toileting needs independently is important for a child's success in kindergarten. It helps them feel confident and independent, making it easier to participate in activities without needing help. Independent toileting is also a requirement under Utah law (Utah Code Section 53G-7-203). To help you prepare, we've outlined some key information below.

What does it mean to be "toilet trained" for kindergarten?

- Students should recognize when to use the restroom and communicate this need using appropriate classroom language (e.g., "I need to go to the bathroom")
- Students should use the toilet independently, including removing and replacing clothing
- Students should manage their toileting hygiene needs, such as wiping and handwashing
- Students should handle occasional accidents by independently changing into clean clothes

How can you help your child prepare?

- Practice makes perfect: encourage your child to practice all aspects of independent toileting at home
- Choose easy clothing: help your child select clothing that is easy for them to independently manage, such as elastic waistbands and simple fasteners
- Pack a change of clothes: keep a complete change of clothes (including socks and underwear) in your child's backpack, just in case
- Talk to your child's teacher: contact your child's teacher to learn about school bathroom routines and schedules

What support will the school provide?

We are committed to creating a safe and positive environment where children feel comfortable and supported in their toileting journey.

- Reminders and encouragement: teachers will provide gentle reminders and support to help children remember bathroom routines
- Sensitivity and understanding: teachers will respond to accidents with sensitivity and discretion, ensuring each child feels safe and supported

- Hygiene and privacy: the school will provide children with plastic bags to discreetly carry soiled clothing, ensure access to clean clothes and ensure access to handwashing facilities
- Positive and supportive environment: we are committed to creating a safe and positive environment where children feel comfortable and confident in their toileting journey

Strong partnerships with families are essential to every child's success. We are here to support you and your child in achieving this important milestone. Please do not hesitate to contact your school administrator with any questions.

Warmly,

The [LEA/school name] team

Sample Communication: Preschool Teachers

Dear preschool teachers and staff,

Welcome back to another great school year! We are excited to share that we have developed new policies and procedures to help you address the ever-changing needs of your students.

We recognize that many preschool-aged children need occasional (sometimes frequent) assistance with toileting. For example, some children in your class may need assistance or additional instruction about wiping, cleaning themselves and/or handwashing practices. Additionally, a few children may still need help with the occasional accident (for instance, changing soiled clothing and putting clean clothing on). Some may need even more direct toileting support, such as assistance in the restroom or changing a pull-up.

We have taken steps to prepare you to meet these needs and provide you with resources to support children with toileting activities. To assist you in meeting the needs of children who have not yet reached complete toileting independence, we are asking you to take the following steps.

Lead classroom teachers: offer families an opportunity to meet with you and create a toileting or accident plan if their child needs assistance. During this meeting, you should discuss:

- The child's current toileting skill level
- Toileting routines at home and how these may translate in the school environment
- Parental preference for addressing accidents
- Resources to support toilet learning, as well as how to handle toileting regression

- Identify children with an active IEP or a potential need for an IEP in your classroom and explore whether there are accommodations for these children related to their toileting needs

Note that some children may have needs that indicate a 504 plan is needed. We ask all educators to consider the intersectionality of children's developmental delays and progress toward toileting independence to inform your approach to supporting toileting in your classroom.

We have also developed resources that describe best practices for supporting toileting independence, share how to address toileting needs in your classroom and incorporate relevant toileting skills into your classroom practices. These resources include book lists, sample communication letters/forms, best practices and more.

If you have any questions or concerns, please contact your supervisor.

Warmly,

The [LEA/school name] team

Transition to Kindergarten: Sample Family Meeting Form

This form helps guide conversations with families of preschool children struggling with toileting independence. By proactively addressing toileting challenges in preschool, we can set children up for success in meeting the kindergarten requirement of being toilet trained.

Note: As children transition into elementary school settings, preschools and programs should consider completing this form with families to prepare them for kindergarten.

School name

Educator name **Date**

Student name

Parent or caregiver name

Step one: The parent/caregiver and educator will have a formal one-on-one meeting to discuss the child's current development with toileting independence skills.

Key questions

- Can the child recognize when to use the restroom and communicate this need?
- Can the child use the toilet without any assistance?
- Can the child manage hygiene needs, such as wiping?
- Can the child manage hygiene needs, such as washing hands?
- Can the child undress and dress as necessary?
- Can the child handle occasional accidents by cleaning themselves?
- Can the child handle occasional accidents by changing into clean clothes?

Parent/caregiver notes *(for example, biological rhythm, what language is used, etc.)***:**

Step two: The educator will discuss the list of requests below with the parent/caregiver and will indicate the parent/caregiver's ability to honor these requests and/or indicate their concerns given their child's toileting status *(select all that apply):*

- ☐ Parent/caregiver will bring an extra set(s) of clothing, including socks and underpants *(share availability of school-provided extra clothing, if needed)*
- ☐ Parent/caregiver will bring an extra pair of shoes (s*hare availability of school-provided extra shoes if needed)*
- ☐ Parent/caregiver will dress their child in clothing that is easy for their child to manipulate *(no difficult buckles such as belts or overalls)*
- ☐ Parent/caregiver will bring their child to school in underwear *(or pull-ups, if applicable)*
- ☐ Parent/caregiver will encourage their child to use the restroom upon arriving at school

Parent/caregiver concerns:

Step three: The educator will share strategies they can implement at school, and the parent/caregiver will indicate the strategy in use at home, which strategies they believe are necessary and will be most effective in supporting the progression of their child's independent toileting skills:

- ☐ The educator will introduce the child to the restroom *(this may be done in small groups as to not single out the child)*
- ☐ The educator will teach toileting steps through language and visuals *(wipe, flush, wash hands)*
- ☐ The educator will post toileting visuals in the restroom after teaching the steps to refer to *(as needed)*
- ☐ The educator will build frequent restroom breaks into their classroom routine
- ☐ The educator will provide books related to toileting skills in the classroom environment

Other concerns:

Step four: The educator will discuss the procedures for assisting children when they have a toileting accident and will solicit the parent/caregiver's preference for how to handle incidents for which a child needs direct assistance:

- ☐ Designated staff will assist my child by providing clean clothing and talking them through the steps to clean themselves and change their clothes

- ☐ If my child needs to change their clothes after a toileting accident, call the number on file, and I will come to the school/program to assist them
- ☐ If needed, designated staff may assist my child with cleaning urine or feces from their body
- ☐ If my child needs help cleaning urine or feces from their body after a toileting accident, call the number on file, and I will come to the school or program to assist them

Other concerns:

Resources provided to the family *(book lists, family handbook, etc.)***:**

Notes:

Preferred method of communication for toileting skill updates:

- ☐ **Phone call** **Phone number:**
- ☐ **Text**
- ☐ **Email** **Email address:**
- ☐ **Informally (at drop off/pick up)**
- ☐ **Note (sent home with student)**
- ☐ **Other application** *(Learning Genie, Class Dojo, ParentSquare, TeacherEase, etc.)*

Children's Books for Use at Home and in the Classroom

- Potty Bacinica, Leslie Patricelli
- Everyone Poops, Taro Gomi
- Diapers Are Not Forever/Los Panales No son para Siempre (English and Spanish Edition), Elizabeth Verdick
- Even Firefighters go to the Potty, Wendy and Naomi Wax
- Dash's Belly Ache, a book for children who can't or won't poop, Wendy Hayden
- Super Pooper and Whizz Kid: Potty Power!, Eunice Moyle and Sabrina Moyle
- A Potty for Me!, Karen Katz
- Pottysaurus, Brooke Vitale
- The Potty Book for Girls, Alyssa Satin Capucilli
- The Potty Book for Boys, Alyssa Satin Capucilli
- Potty Train Your Dragon: How to Potty Train Your Dragon Who is Scared to Poop, Steve Herman
- I'm A Potty Superhero, Mabel Forsyth
- Superstar Potty Training Book for Girls, Violet Giannone
- Superstar Potty Training Book for Boys, Violet Giannone
- Unicorn Potty: Learn to Potty with Unicorn, Laura Gates Galvin
- Daniel Goes to the Potty, adapted by Maggie Testa
- Daniel's Potty Time, adapted by Alexandra Cassel Schwartz
- Potty Time with Pete the Kitty, Kimberly, and James Dean
- Clayton Parker Really Really has to Pee, Cinco Paul
- Raj's Rule (For the Bathroom at School), Lana Button

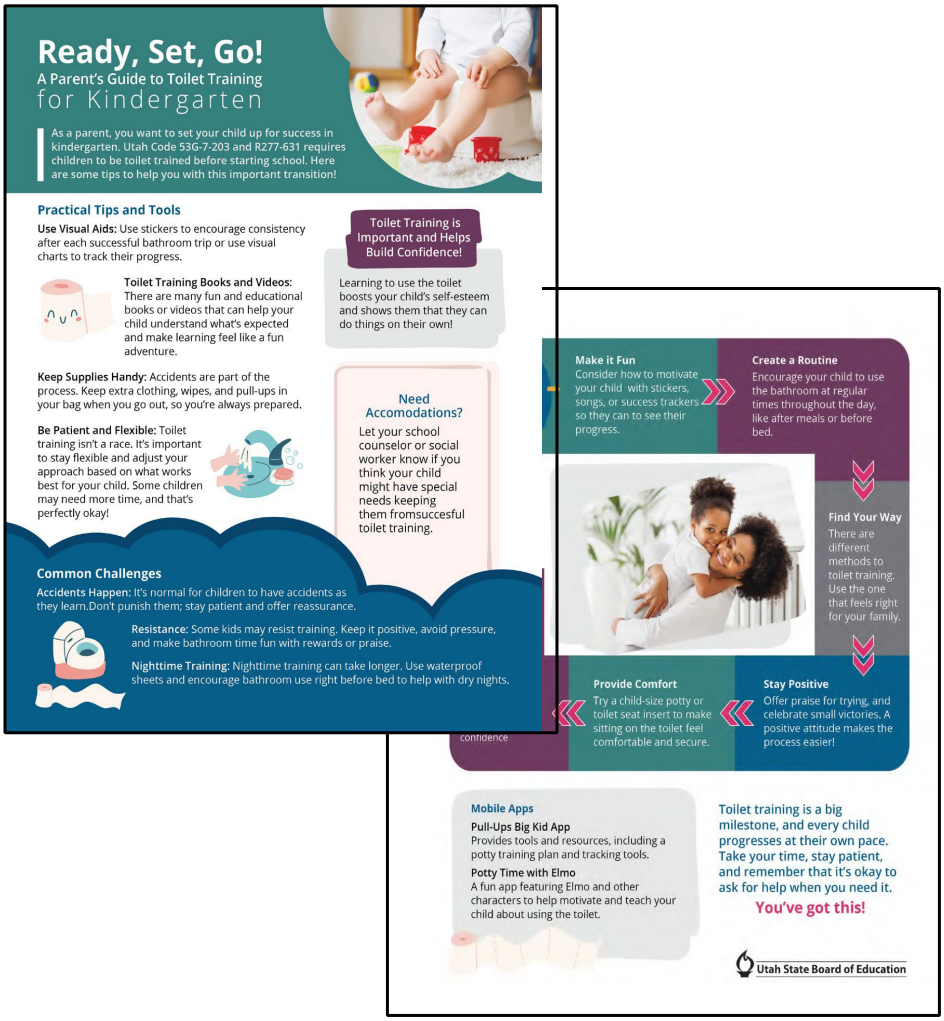
- The Potty Story: Girl's Edition, Agnes Green
- The Potty Story: Boy's Edition, Agnes Green
- Fiona's Little Accident, Rosemary Wells
- P is for Potty, PI Kids
- Big Girl Panties, Fran Manushkin
- Time to PEE!, Mo Willems
- My Thomas Potty Book, Random House
- I Want my Potty, Tony Ross
- Poop! There it is! Xavier Finkley
- Potty Patrol, Random House

Books for Families and Educators

- Oh Crap! Potty Training: Everything Modern Parents Need to Know to Do It Once and Do It Right, Jamie Glowacki
- The First-Time Parent's Guide to Potty Training: How to Ditch Diapers Fast (and for Good!), Jazmine McCoy
- Success with Potty Training: No Potty Training Seat, No Pull-Ups, No Training Underwear, Beth Allen
- Toilet Training in Less Than a Day, Nathan H. Azrin, Ph.D. and Richard M. Foxx, Ph.D.
- Ready, Set, Potty! Toilet Training for Children with Autism and Other Developmental Disorders, Brenda Batts
- Stress-Free Potty Training, Sara AU & Peter L. Stavinoha, PH.D.
- Potty Mastery, A Child-Centered Approach to Toileting, Joan Morgenstern with Dr. Becky Bailey

Toilet Training for Kindergarten

USBE has created a Ready, Set, Go! A Parent's Guide to Toilet Training for Kindergarten designed to support families and help ensure kindergarten readiness. This brochure provides valuable tips, strategies, and online resources that can be easily adapted by any LEA or school. It also highlights the role of healthcare providers and school counselors in assisting families with the toilet training process.



Current Medical Recommendations

- Toilet Training (Johns Hopkins Medicine)
- Stages of Toilet Training (Healthy Children)
- Potty Training: Learning to Use the Toilet (Zero to Three)
- Milestone Moments (Centers for Disease Control (CDC))

Additional Resources

- Toileting Independence in Preschool-age Children (HeadStart)
- Developmentally Appropriate Toileting Practices Toolkit (California Department of Education)
- Help Me Grow Utah has a collection of toilet training resources
    - For more information about toilet training, call Help Me Grow Utah at (801) 691-5322