

# Utah's Toileting Practices Toolkit



Supporting All Children from Preschool to Kindergarten

## Section 1: 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 53G-7-203](#) and [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), relatives, and siblings.



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 educators, families, 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 HB 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 53G-7-203, expanding this requirement to all school-aged children prior to enrollment in public school, not just kindergartners, prompting a revision of 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 504 plan, are exempt from this requirement.
- Children who are not toilet trained and an LEA suspects a disability that needs to be evaluated under child find requirements outlined in Utah State Board of Education 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 the lack of toilet training.

While this section focuses primarily on kindergarten (not a compulsory grade), it's 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 needs and providing support.

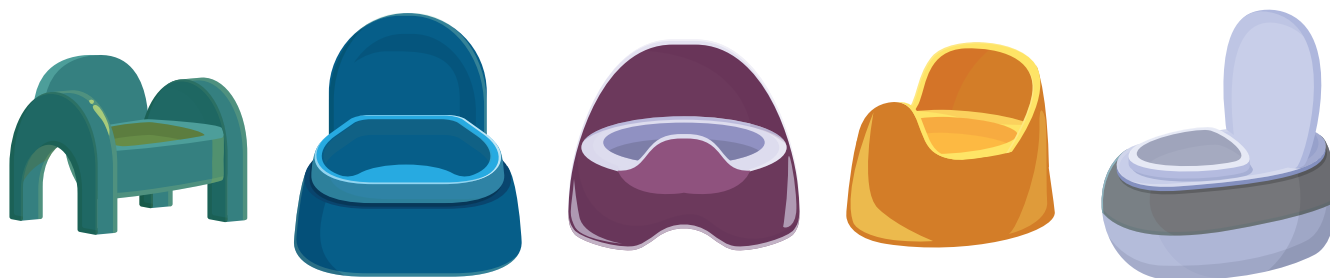
Board rule R277-631 aims to ensure school readiness while providing support and flexibility for students with disabilities and their families. LEAs must ensure a free appropriate public education (FAPE) in the least restrictive environment is provided to all students who qualify for an IEP or 504 plan.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



## Section 2: 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 18 months and 3 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 3 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 their 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 bathroom cleared 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's 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's essential to

offer support and guidance while allowing the child to lead.

### Partnering with Families

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

Effective collaboration with families hinges on regular two-way communication about the child's progress, using various methods like 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 between preschool and kindergarten practices. This collaborative approach prepares our youngest learners for success and ensures schools are ready to support all children.

### Supporting Staff

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 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 3: 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 1: 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 2: 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 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 3: Identify implementation partners and timeline**

Implementing effective toileting practices requires a 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 4: Implement developmentally appropriate practices**

Following the timeline established in Step 3, 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 5: 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's 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 Utah's R277-631 rule, which addresses toilet-training requirements, applies specifically to k-12 public school programs, it's 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. Individual programs may set preschool toileting requirements, so 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, Office of Licensing, follow the Division of Licensing and Background Checks Interpretation Manual to ensure meeting those requirements for toileting and diapering. However, unlicensed preschool and childcare providers can set standards for practice that best fit their program's needs. Clarifying these differences for families, especially those whose children attend private preschools requiring toilet training, is essential for successful transitions.

Clear communication with families about these different policies is essential, especially for those transitioning to 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 shares best practices for supporting Utah's youngest learners as they develop and master toileting independence. In addition to the benefits for the children, this also helps to ensure 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 your LEA's legal team to ensure the policy aligns with all applicable laws and regulations, such as R277-631 and Utah Code 53G-7-203. Utah's R277-631 rule defines "toilet trained" and outlines requirements for LEAs, including enrollment criteria. Additionally, Utah Code 53G-7-203 addresses provisions related to toilet training for enrollment in public school. LEAs must consult these legal sources to ensure their policies are compliant.

Utah law establishes clear expectations for kindergarten readiness regarding toileting. Utah Code 53G-7-203 requires children to be toilet-trained before enrolling in public school. Public school typically starts in kindergarten. However, due to its non-compulsory status in Utah, for some students, it may begin in first grade. When a child enters kindergarten, they must independently manage their toileting needs, including communicating 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 Section 504 accommodation 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 have 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 R277-217-3 which requires educators to maintain professional boundaries with students, treating them with dignity and respect while promoting their health, safety, and well-being.



## Development Process

To develop a comprehensive and inclusive kindergarten toileting policy, consult your LEA's legal team to ensure alignment with laws and regulations like R277-631 and Utah Code 53G-7-203. Then, seek guidance from medical professionals (pediatricians, developmental specialists) for insights into typical toileting development and best practices. Finally, input from diverse stakeholders must be gathered, including the special education team, preschool and kindergarten teams, 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

Adopt the definition outlined in R277-631, ensuring all staff clearly understand the criteria. **"Toilet trained"** means students 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 hygienic needs after toileting. This definition includes independently tending to hygienic needs and changing clothes if an accident occurs. Frequent accidents that disrupt the child's learning or the learning of their peers indicate the 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 can 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 toileting policy must include a clear plan for children with IEPs or 504 plans who are not toilet trained due to a disability. This planning 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 clear transition and minimizes potential challenges.

Toileting accidents can be a regular part of development for some young children, so an LEA's policy should include explicit and sensitive procedures for responding to accidents to maintain the 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 kindergarten children, are 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 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

**R277-631: Student Toilet-Training Requirement states,** “An 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 Access to Kindergarten

Providing families access to kindergarten enrollment options that meet their needs is the goal for all children. 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 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 Children 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 access to 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 a kindergarten toileting policy, 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. Based on this data and feedback, LEAs should regularly review and revise the policy 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 5: 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 must adapt these resources to meet their students, programs, and communities' unique needs.

### Sample Communication to Preschool Families

***Subject: Partnering for Toileting Success in Preschool!***

Dear Families,

Welcome to a 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.

Here's how we'll partner with you to support your child's toileting success:

1. Individualized Toileting Plan: We'll invite you to meet with your child's teacher and afterschool program staff (if applicable) to create a personalized toileting plan. During this meeting, we'll discuss your child's current skills, home routines, preferences for handling accidents, and 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 title], [insert name].

Warmly,

The Administration Team

## Sample Communication to 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's 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 (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").
- Independently use the toilet, including removing and replacing clothing.
- Manage hygiene needs, such as wiping and washing hands.
- Handle occasional accidents by 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 to manage independently, 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 the child feels safe and supported.
- Hygiene and privacy: The school will provide children with plastic bags

to discreetly carry soiled clothing and ensure access to clean clothes and 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're here to support you and your child to achieve this important milestone. Please don't hesitate to contact your school administrator with any questions.

Warmly,

The [LEA's Name] Team

## Sample Communication to Preschool Teachers

Dear Preschool Teachers and Staff,

Welcome back to another great school year! We are excited to share that we have new policies and procedures to help you address the ever-changing needs of your students. We recognize that many preschool-aged children will need occasional (and sometimes frequent) assistance with toileting. For example, some children who enter your classroom will need assistance or additional instruction in wiping or cleaning themselves or handwashing practices. In contrast, 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:

Offer families an opportunity to meet with you (if you are a lead classroom teacher) to create a toileting or accident plan if a child needs assistance. During this meeting, you should discuss:

- The child's current toileting skill level
- Toileting routines at home and how they may translate to 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's Name] Team

## Transition to Kindergarten 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**

**Date**

**Student's Name**

**Parent or Caregiver's Name**

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**Step 1:** 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 2:** 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: *(mark 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 *(Share 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 3:** The educator will share strategies they can implement at school, and the parent/caregiver will indicate the strategy in use at home and which strategies they believe are necessary and will be most effective to support the progression of their child's toileting independence skills:

The educator will introduce the child to the restroom *(this may be in small groups, not to 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 the classroom routine.

The educator will provide books related to toileting skills in the classroom environment.

The educator will teach the child a word or signal for when they need to use the restroom or have had an accident.

The educator will ensure that the classroom has the necessary supplies to support toileting assistance (*extra clothes, gloves, wipes, cleaning materials*).

The educator will communicate the child's plan with all classroom staff for consistency in reinforcing skills.

The educator will provide positive reinforcement and positive descriptive acknowledgment (*"You used the potty!" "You wiped yourself without help!" "You changed your clothes!"*).

The parent/caregiver and educator will frequently communicate about any changes in toileting independence skills, including progression and regression.

## Other

**Step 4:** The educator will discuss the procedures for assisting children when they have a toileting accident and will solicit the parent's/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 Family** (*book lists, family handbook, and so forth*):

## Notes

### Preferred method of communication for toileting skill updates:

**Phone Call**

**Text**

**Phone Number**

**Email**

**Email Address**

**Informally at Dropoff/Pickup**

**Notes Sent Home**

**Other Application** (*e.g., Learning Genie, Class Dojo, ParentSquare, TeacherEase, or others*)

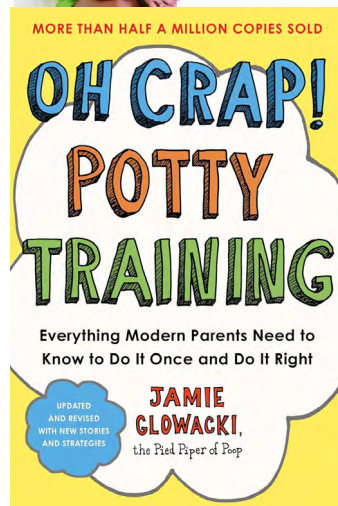
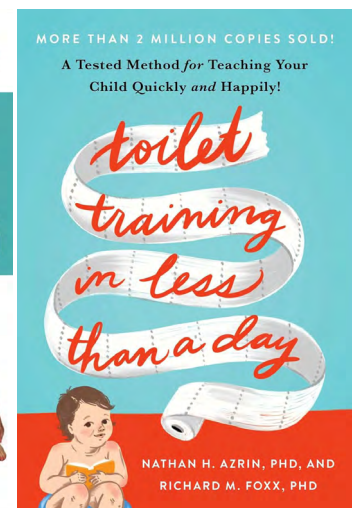
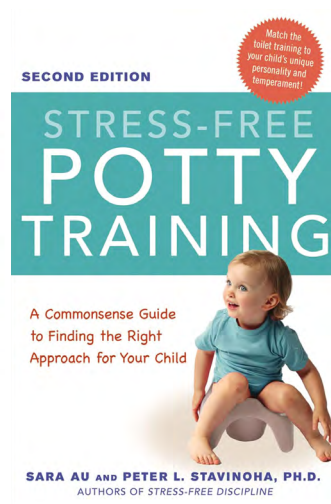
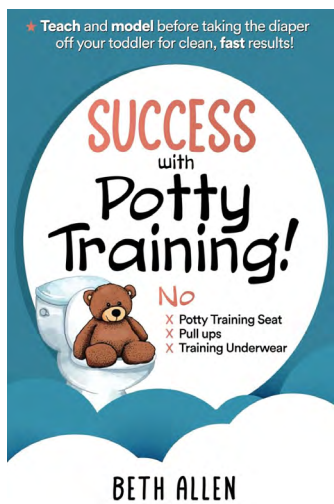
## Children's Books for Use at Home and in the Classroom

- 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

The Utah State Board of Education has created a [toilet training resource](#) 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.

## Ready, Set, Go!

A Parent's Guide to Toilet Training for Kindergarten

As a parent, you want to set your child up for success in kindergarten. Utah Code 53G-7-203 and R277-631 requires children to be toilet trained before starting school. Here are some tips to help you with this important transition!

### Practical Tips and Tools

**Use Visual Aids:** Use stickers to encourage consistency after each successful bathroom trip or use visual charts to track their progress.

**Toilet Training Books and Videos:** There are many fun and educational books or videos that can help your child understand what's expected and make learning feel like a fun adventure.

**Keep Supplies Handy:** Accidents are part of the process. Keep extra clothing, wipes, and pull-ups in your bag when you go out, so you're always prepared.

**Be Patient and Flexible:** Toilet training isn't a race. It's important to stay flexible and adjust your approach based on what works best for your child. Some children may need more time, and that's perfectly okay!

**Toilet Training is Important and Helps Build Confidence!**

Learning to use the toilet boosts your child's self-esteem and shows them that they can do things on their own!

### Common Challenges

**Accidents Happen:** It's normal for children to have accidents as they learn. Don't punish them; stay patient and offer reassurance.

**Resistance:** Some kids may resist training. Keep it positive, avoid pressure, and make bathroom time fun with rewards or praise.

**Nighttime Training:** Nighttime training can take longer. Use waterproof sheets and encourage bathroom use right before bed to help with dry nights.

### Need Accommodations?

Let your school counselor or social worker know if you think your child might have special needs keeping them from successful toilet training.

**Make it Fun**  
Consider how to motivate your child with stickers, songs, or success trackers so they can see their progress.

**Create a Routine**  
Encourage your child to use the bathroom at regular times throughout the day, like after meals or before bed.

**Find Your Way**  
There are different methods to toilet training. Use the one that feels right for your family.

**Provide Comfort**  
Try a child-size potty or toilet seat insert to make sitting on the toilet feel comfortable and secure.

**Stay Positive**  
Offer praise for trying, and celebrate small victories. A positive attitude makes the process easier!

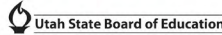
### Mobile Apps

**Pull-Ups Big Kid App**  
Provides tools and resources, including a potty training plan and tracking tools.

**Potty Time with Elmo**  
A fun app featuring Elmo and other characters to help motivate and teach your child about using the toilet.

Toilet training is a big milestone, and every child progresses at their own pace. Take your time, stay patient, and remember that it's okay to ask for help when you need it.

**You've got this!**



## Current Medical Recommendations

- [John Hopkins Medicine - Toilet Training](#)
- [Healthy Children - Potty Training](#)
- [Stages of Toilet Training: Different Skills, Different Schedules](#)
- [CDC - Important Milestones: Your Baby at 30 Months](#)
- [CDC - Milestone Moments](#)
- [Zero to Three - Potty Training: Learning to Use the Toilet](#)

## Additional Resources:

- [Toileting Independence in Preschool-age Children | HeadStart.gov](#)
- California Department of Education's [Developmentally Appropriate Toileting Practices Toolkit](#)
- [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.

