



What is SCHOOL READINESS in Connecticut?

“School readiness includes the readiness of the individual child, the school’s readiness for children, and the ability of the family and community to support optimal early child development. It is the responsibility of schools to be ready for all children at all levels of readiness.”

– American Academy of Pediatrics

Early learning and growth is an ongoing process that begins before birth and is influenced by many factors. Often, attention is given to children’s skills at transition points, such as kindergarten entry, however, no one set of skills at any given time can determine school readiness. When families, communities and schools work together to support children’s early learning and growth:

- Families have the resources and knowledge to support their children’s health and development beginning before birth.
- Communities support families, schools, early caregivers and children in a coordinated way.
- Schools and early learning settings support all children, no matter their background or skill level.
- Children are eager and ready to learn and grow.

SCHOOL READINESS:
It’s not just a program.

Families support school readiness by:

- Helping their children grow and develop.
- Gaining knowledge and accessing necessary community supports.
- Partnering with schools, the community and other caregivers to support children’s growth.
- Advocating in their children’s best interests.
- Supporting their children’s lifelong learning
- Contributing to their children’s health, safety and stability.

Schools and early learning environments support school readiness by:

- Building relationships among everyone interested in supporting families’ and children’s growth and learning.
- Providing a safe, nurturing, culturally open environment.
- Having strong, positive relationships with children and families.
- Viewing children’s learning and growth as a process and not as a point in time.
- Supporting children’s physical, emotional and intellectual growth.
- Welcoming all families and children.
- Using ways of teaching and assessment that meet all developmental needs and learning styles.
- Supporting transitions between programs and grades.

Communities support school readiness by:

- Coordinating the delivery of resources to help families meet basic needs, manage stress, learn about parenting and child development, and create social connections.
- Generating responsive, effective resources.
- Supporting community partnerships.
- Respecting and acknowledging diversity.

When families, communities and schools work together to support school readiness, children will:

- Communicate their thoughts and feelings, through words and actions.
- Be attentive to their surroundings.
- Learn by exploring.
- Show curiosity.
- Have positive relationships with children and adults and learn how to make friends.
- Play, including pretend and interactive games.
- Feel safe and valued.
- Show respect for self and others.
- Solve problems and resolve conflicts.
- Make progress across *all* areas (physical health and motor development; language and literacy; social and emotional development; creative arts expression; cognitive and general knowledge, including science, mathematics and social studies; and approaches to learning). *

For a list of references and contributors to this document, go to www.ctearlychildhood.org.

* These domains will be addressed by Connecticut’s Early Learning and Development Standards draft expected in late 2013.