Early Childhood Coordinating Council

School Readiness Position Statement

The Idaho Early Childhood Coordinating Council (EC3) recognizes school readiness position statements issued by the American Academy of Pediatrics, the National Association for the Education of Young Children, the Child Welfare League of America and The School Readiness Initiative. All of these position statements emphasize the importance of a child's readiness for school in the areas of physical, social, emotional, and intellectual development. To support child readiness, the essential readiness roles of family, schools and community are also emphasized in these position statements.

Development is a complex interaction of environment, experience and maturation for each child. The EC3 recognizes Idaho's Early Learning Guidelines provide a foundation for addressing children's development in relation to later success in school and society.

As a child's first educator, it is the responsibility of parents and families to prepare children for future learning opportunities. Schools and communities must also be ready to support *all* children's learning. Children enter school with a diverse range of abilities. In order to help each child reach his or her full potential, schools and communities must accommodate children with special needs, provide quality learning experiences and assure safe environments in which to learn.

Therefore, the EC3 supports a definition of school readiness that encompasses the development of the whole child and the integral roles of family, culture, early childhood programs, school and community.

Citation and References

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